

English Language Syllabus 2010

Primary & Secondary (Express/ Normal [Academic])



*A Strong Foundation
and Rich Language for All*

Contents

Foreword	4
Chapter One	Guiding Principles
	6 English in Singapore
	6 Desired Outcomes for EL Proficiency in Singapore
	7 Building on the Past
	8 Philosophy of Language Learning Underlying the <i>EL Syllabus 2010</i>
	8 Approach to EL Teaching in the <i>EL Syllabus 2010</i>
	10 Syllabus Aims
	11 Principles of EL Teaching and Learning
	12 Teaching Processes
Chapter Two	Areas of Language Learning
	16 Introduction
	17 Navigating the Overview Diagram and Charts
	19 Listening and Viewing
	24 Listening and Viewing Chart
	29 Reading and Viewing
	37 Reading and Viewing Chart
	46 Speaking and Representing
	52 Speaking and Representing Chart
	58 Writing and Representing
	68 Writing and Representing Chart
	81 Grammar
	85 Grammar Chart
	103 Vocabulary
	108 Vocabulary Chart
	112 Overview Chart: Progression of Skills from Primary 1 to Secondary 4E/5N
Chapter Three	Role of the Language Teacher
	116 Teaching for Learning
	120 Assessing for Learning
Glossary of Terms	125
References	132
Acknowledgements	140

Foreword

In 2006, the English Language Curriculum and Pedagogy Review Committee made key recommendations for the teaching and learning of English in our schools. It emphasised building a strong foundation in language and enriching language learning for all. The Committee also advocated a systematic approach to teaching language skills with an emphasis on grammar and spoken English, using rich texts and a variety of language resources to enable pupils to appreciate the language beyond the classroom.

The review of the English Language (EL) curriculum and pedagogy has involved many educators who have a direct influence on EL teaching – Heads of Department, teachers, academics and Ministry of Education officers. The result is this teaching syllabus, providing the guidance that teachers will need to develop in all pupils in Singapore a strong foundation for effective language use and communication.

The *English Language (EL) Syllabus 2010* (Primary and Secondary), to be implemented from 2010 at Primary 1 and 2, and Secondary 1 Express and Normal (Academic), will build on the strengths of the 2001 syllabus. It recognises the impact of effective pedagogy and systematic instruction on language learning. Digital technology, the changing profile of our learners and the globalisation of language in an increasingly complex world are some of the other key influences in the revision process.

We invite teachers to continue to contribute to the development of the EL curriculum in our primary and secondary schools in Singapore. As you use the syllabus, we would appreciate your feedback and suggestions.

The English Unit
Curriculum Planning and Development Division
Ministry of Education
Singapore
October 2008

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Chapter One

Guiding Principles

English in Singapore

Bilingualism is a cornerstone of our education system. Pupils learn both English and their own Mother Tongue language in school. English is the medium of instruction in our schools as well as a subject of study for all primary and secondary school pupils.

English operates at many levels and plays many roles in Singapore. At the local level, it is the common language that facilitates bonding among the different ethnic and cultural groups. At the global level, English allows Singaporeans to participate in a knowledge-based economy where English is the lingua franca of the Internet, of science and technology and of world trade.

Singapore's transformation into a knowledge-based economy, the rapid developments in technology, the generational shift in home language and an increasingly competitive international environment are some factors that make proficiency in English necessary for pupils. A proficient command of the language will enable pupils to access, process and keep abreast of information, and to engage with the wider and more diverse communities outside of Singapore.

Therefore, it is timely to re-examine EL teaching and learning as well as ways to enrich EL teaching practices to better meet the communication needs of our pupils. This syllabus is based on the above considerations as well as the needs of our pupils and teachers identified in the course of consultations with schools and from surveys¹ and research.²

Desired Outcomes for EL Proficiency in Singapore

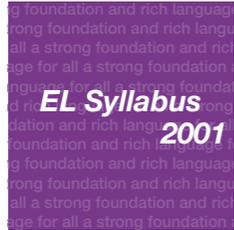
The *Report of the English Language Curriculum & Pedagogy Review 2006* articulated that EL teaching and learning in Singapore schools³ should raise the language competency of all pupils while ensuring our most able achieve the best international standards. The following are the desired outcomes for our pupils:

All our pupils will be able to use English to express themselves. **All should attain foundational skills, particularly in grammar, spelling and basic pronunciation.** They should be able to use English in everyday situations and for functional purposes, such as giving directions, information or instructions and making requests.

The majority of our pupils will attain a good level of competence in English, in both speech and writing. Some in this group who have a flair for the language will find this an advantage in frontline positions and various service industries.

At least 20% will attain a high degree of proficiency in English. They will help Singapore keep its edge in a range of professions, and play an important role in teaching and the media. Further, within this group, we can expect a smaller group of Singaporeans to achieve mastery in their command of the language that is no different from the best in English-speaking countries.

Building on the Past



The *EL Syllabus 2010* is an evolutionary syllabus. It builds on the strengths of the *EL Syllabus 2001* to provide EL teachers with a sense of familiarity while continuing to emphasise key areas important to EL teaching and learning.

The *EL Syllabus 2010* continues to focus on the key features of the *EL Syllabus 2001* which are Language Use, Learning Outcomes, Text Types and Grammar. The ten learning outcomes from the *EL Syllabus 2001* have guided the development of the various areas of language learning in this syllabus.

Both the syllabus aims and the six principles of language learning and teaching in the *EL Syllabus 2001* will continue to inform our teachers.⁴ The *EL Syllabus 2010* will continue to be a **Language Use Syllabus** since “effective communication”⁵ remains as important an aim, if not more important, today. It will continue to emphasise the teaching of internationally acceptable English (Standard English) to our pupils. It will also emphasise differentiation to meet the special needs, abilities and interests of pupils across the different courses. In addition, the six principles of learner-centredness, process orientation, integration, contextualisation, spiral progression and interaction⁶ will continue to inform instructional planning for syllabus implementation in the classroom.

As with the *EL Syllabus 2001*, the national initiatives of National Education, thinking skills, and the use of information and communication technology (ICT) are woven into the *EL Syllabus 2010*. Social and Emotional Learning (SEL), cyberwellness and economic and financial literacy will be incorporated by teachers in the delivery of the EL curriculum, where applicable.

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Philosophy of Language Learning

Underlying the *EL Syllabus 2010*

The *EL Syllabus 2010* has the following assumptions and beliefs about language and language learning:

- Language is a means of making meaning and of communication
- Language is a system with its own rules and conventions which can be used to create various discourse forms or types of texts
- Language learning involves cognitive and affective engagement, and interaction
- Language use is guided by our awareness of the purpose, audience, context and culture in which the communication takes place
- Learning English in a multilingual context is different from learning it in a monolingual or near-native context

Approach to EL Teaching

in the *EL Syllabus 2010*

Teachers will help pupils achieve effective use of English through adopting a principled blend of first language (L1) and second language (L2) teaching methods to achieve a balance between:⁷

- systematic and explicit instruction to build a strong foundation in language skills, grammar and vocabulary; and
- a contextualised and holistic approach to learning that will provide a rich language environment for developing language skills, grammar and vocabulary.

Pupils' effective language use will be achieved through the following approach – “A Strong Foundation and Rich Language for All”.

The foundation of language learning will be strengthened through:

- a greater focus on oral communication (listening and speaking skills) using show-and-tell, debates, speech and drama, and oral presentations for all levels and courses.
- a focus at the Lower and Middle Primary levels on the enjoyment of language before pupils formally learn the metalanguage and grammatical items associated with texts. There will be systematic and explicit instruction of grammar, with a focus on word, phrase and sentence level grammar before a gradual incorporation of text level grammar at the Upper Primary and Secondary levels.
- attention to phonemic awareness, phonics and early literacy skills at the start of Primary 1 to lay the foundation for acquiring reading fluency, comprehension and viewing skills and strategies at all levels.

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- the development of word study skills to build and use vocabulary knowledge at all levels.
- the development of writing skills and learner strategies for idea generation, selection, development, organisation and revision.

The EL curriculum will be enriched through:

- the use of a variety of print and non-print resources that provides authentic contexts for incorporating the development of information, media and visual literacy skills in the teaching of listening, reading, viewing, speaking, writing, and representing.

Print resources refer to physical artefacts such as newspapers, photographs and print advertisements. Non-print resources refer to digital resources such as web-based texts (e.g., online articles, blogs, wikis), CD-ROMs and DVDs, analogue resources such as films, TV and radio broadcasts, as well as live texts such as face-to-face encounters (e.g., conversations, interviews) and live performances (e.g., skits, puppet plays).

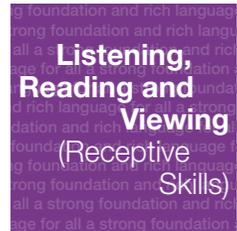
- the exposure of pupils to literary and informational/ functional texts with information-rich content from authentic print and non-print sources at all levels so as to promote the appreciation and use of language.
- the promotion of extensive reading and viewing.
- extensive opportunities for pupils to engage in sustained, authentic and creative writing and representation of texts.
- opportunities for pupils to be exposed to and engage in producing a variety of multimodal texts to represent ideas effectively and with impact.

Such language exposure will broaden pupils' learning experiences. The exposure will provide pupils with ample opportunities to use language in a variety of contexts, to revisit language structures and skills and to see how language works "according to purpose, audience, context and culture".⁸ As pupils progress through the year levels, they will learn to use English at increasing levels of difficulty and sophistication.

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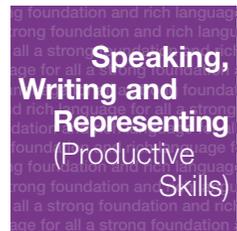
Syllabus Aims

By the end of Secondary education, pupils will be able to communicate effectively in English as a result of their development in the following areas:⁹



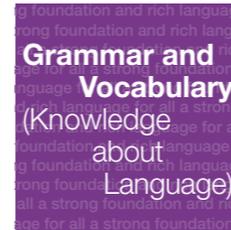
1. **Listen, read and view** critically and with accuracy, understanding and appreciation a wide range of literary and informational/ functional texts from print and non-print sources.

In the course of listening, reading and viewing widely a range of multimodal texts and text forms, pupils will gain a better understanding of our cultural values and National Education themes, and engage in Social and Emotional Learning (SEL), where applicable.



2. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.¹⁰

Pupils will speak, write and represent for creative, personal, academic and functional purposes by using language in a sustained manner (e.g., in speech and writing) and by representing their ideas in a range of multimodal texts and text forms. Our most able pupils will do so with increasing ease and inventiveness at higher levels of proficiency.



3. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning and achieve impact.

Pupils will learn grammar and vocabulary in explicit, engaging and meaningful ways. They will reinforce such understanding in the course of listening to, reading, viewing, speaking, writing and representing different types of texts.

To achieve the aim of effective language use, teachers will be guided by the six Principles of EL Teaching and Learning (**CLLIPS**) and will take into account the Teaching Processes (**ACoLADE**) when developing their instructional programmes and lessons.

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Principles of EL Teaching and Learning

The six Principles of EL Teaching and Learning (CLLIPS), adapted from the *EL Syllabus 2001*,¹¹ are:

CONTEXTUALISATION

Learning tasks and activities will be designed for pupils to learn the language in authentic and meaningful contexts of use. For example, lessons will be planned around learning outcomes, a theme, or a type of text to help pupils use related language skills, grammatical items/ structures and vocabulary appropriately in spoken and written language to suit the purpose, audience, context and culture. Learning points will be reinforced through explicit instruction and related follow-up practice.

LEARNER-CENTREDNESS

Learners are at the centre of the teaching-learning process. Teaching will be differentiated according to pupils' needs, abilities and interests. Effective pedagogies will be used to engage them and to strengthen their language development.

LEARNING-FOCUSED INTERACTION

The teacher will provide a rich environment for communication that will explicitly foster listening and speaking skills and focus on the achievement of the Learning Outcomes. At the same time, the teacher will actively engage pupils by encouraging participation in their learning, boosting their confidence in the use of language, and promoting collaboration among learners from different socio-cultural backgrounds.

INTEGRATION

The areas of language learning – the receptive skills, the productive skills, and grammar and vocabulary will be taught in an integrated way, together with the use of relevant print and non-print resources, to provide multiple perspectives and meaningful connections.

PROCESS ORIENTATION

The development of language skills and knowledge about language involves the teaching of processes. The teacher will model and scaffold such processes for pupils, while guiding them to put together their final spoken, written and/or multimodal products.

SPIRAL PROGRESSION

Skills, grammatical items, structures and various types of texts will be taught, revised and revisited at increasing levels of difficulty and sophistication. This will allow pupils to progress from the foundational level to higher levels of language use.

Teaching Processes

When planning and delivering EL lessons, teachers will employ the following Teaching Processes (ACoLADE)¹² during the delivery of the pre, main and post phases of their EL lessons:

RAISING AWARENESS

Motivate learning and help pupils pay attention to what is to be learned. Help them make connections with what they already know.

STRUCTURING CONSOLIDATION

Revisit and reinforce what has been learned.

FACILITATING ASSESSMENT FOR LEARNING¹³

Diagnose pupils' needs, abilities and interests. Identify learning gaps, monitor their learning and provide timely and useful feedback for improving learning and self-assessment.

ENABLING APPLICATION

Teach language in authentic contexts of use and model its use. Let pupils learn through working collaboratively with the teacher and other pupils.

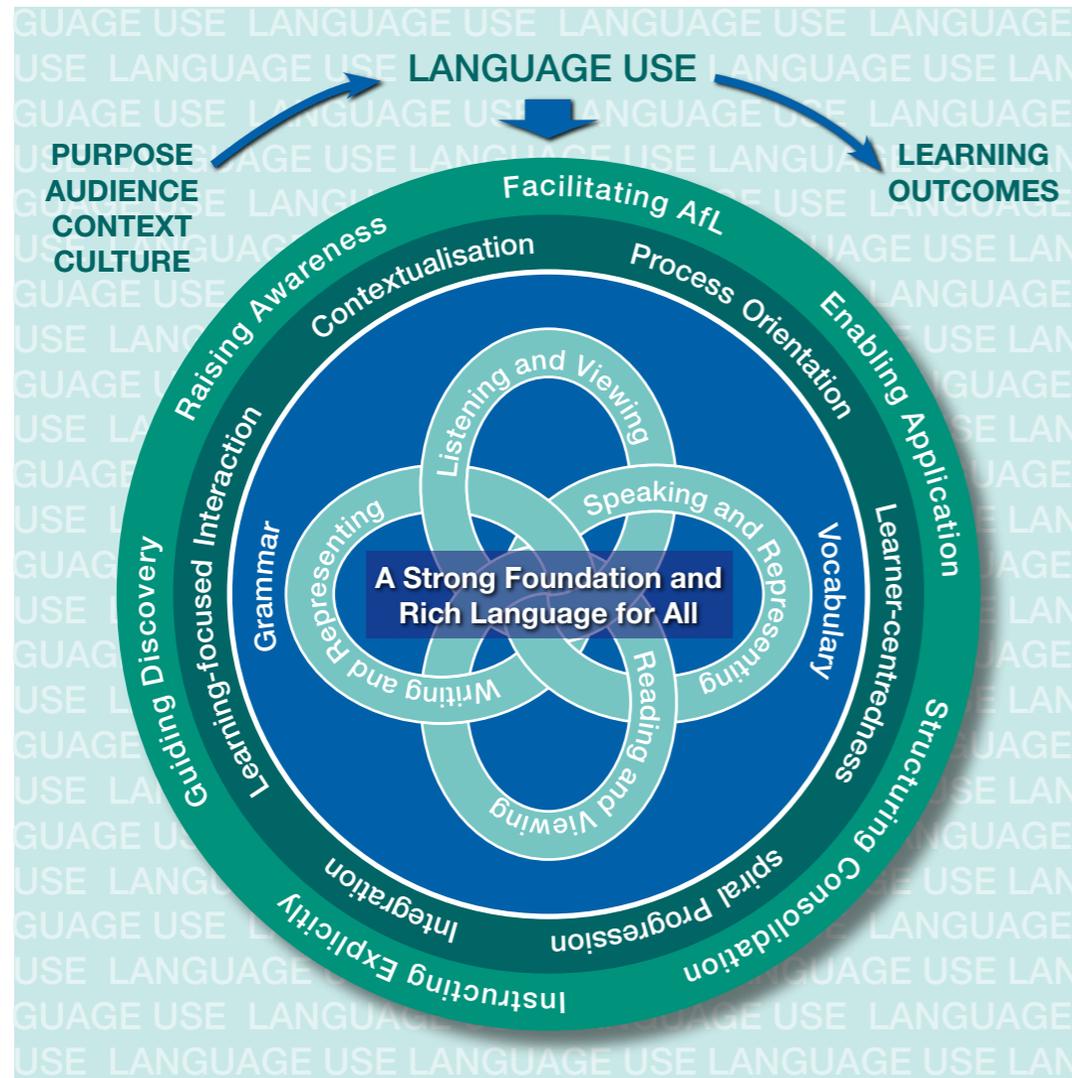
GUIDING DISCOVERY¹⁴

Facilitate discovery by prompting, posing questions and supporting the process by which pupils can learn about a skill, strategy, process or rule without prior or explicit instruction.

INSTRUCTING EXPLICITLY

Explain and clarify a skill, strategy or process directly and systematically, in addition to teaching it in contexts of meaningful use.

The key features of the *EL Syllabus 2010* are shown in the following diagram:



Aim
Approach
Principles
Teaching Processes

Areas of Language Learning
Receptive and Productive Skills
Knowledge about Language

The overarching **aim** of the *EL Syllabus 2010* is to develop effective language use. Pupils’ language use will be affected by the purpose, audience, context and culture (PACC) and their proficiency in language use is assessed by their attainment of the learning outcomes.

To achieve the overarching aim of the *EL Syllabus 2010*, a two-pronged **approach** of building a strong foundation and providing rich language for all will be adopted.

Pupils’ language use is reflected in the following **areas of language learning**:

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

To develop these areas of language learning in pupils, teachers will be guided by the six **Principles** of EL Teaching and Learning (CLLIPS) and will take into account the **Teaching Processes** (ACoLADE) when planning the EL instructional programme. Teachers will also employ ACoLADE at any phase of their EL lessons.

NOTES AND IN-TEXT REFERENCES

- ¹ Findings on pupils' attitudes towards English and their suggestions for raising proficiency were taken from the English Language Curriculum & Pedagogy Review Committee's (ELCPRC) student survey of about 3,600 respondents.
- ² The Syllabus Committee was also informed by findings from the research on classroom practices conducted by the Centre for Research in Pedagogy and Practice (2003-2005), which was based on a sample of Primary 5 and Secondary 3 pupils, as well as the Primary 1 Cohort Study. Furthermore, Goh's study (Goh et al., 2005) on teachers' knowledge, beliefs and syllabus implementation from a survey of 2,700 EL teachers provided timely research findings. Heads of Department, teachers and stakeholders also gave feedback and shared their perspectives during syllabus critique sessions conducted in 2006.
- ³ Curriculum Planning and Development Division, 2006, p. 5.
- ⁴ In her research, Goh et al. (2005, p. 150) advised that the revised syllabus should build on what teachers are familiar with. This will allow them to refine the skills they have already acquired in implementing the 2001 syllabus.
- ⁵ In *EL Syllabus 2001*, the three Areas of Language Use focus on how language is used for organising and communicating ideas and information and how language is used for creative literary purposes and social interaction. Its central aim is effective communication through language (Lim, 2002, pp. 91 – 92).
- ⁶ Curriculum Planning and Development Division, 2001a, p. 4.
- ⁷ Curriculum Planning and Development Division, 2006, p. 6.
- ⁸ Curriculum Planning and Development Division, 2001a, p. 4.
- ⁹ The aims of the syllabus are adapted from the *EL Syllabus 2001* (Curriculum Planning and Development Division, 2001a, p. 3).
- ¹⁰ Internationally acceptable English that is grammatical, fluent and appropriate for purpose, audience, context and culture refers to the formal register of English used in different parts of the world, that is, Standard English.
- ¹¹ Curriculum Planning and Development Division, 2001a, p. 4.
- ¹² The Teaching Processes (ACoLADE) are aligned with the PETALS™ Framework. We gratefully acknowledge Prof. Lubna Alsagoff, Head of the English Language and Literature Academic Group, National Institute of Education, Singapore, for suggesting the acronym, ACoLADE.
- ¹³ Assessment for Learning is elaborated in the following: Black, P.J., 1998, Black, P.J., & Dylan, W., 1998.
- ¹⁴ Collins, A., & Stevens, A.L., 1983, pp. 247 – 278.

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Chapter Two

Areas of Language Learning

Introduction

The *EL Syllabus 2010* outlines the following areas of language learning:

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

Listening, Reading and Viewing are **receptive skills** which are required for the making of meaning from ideas or information. Speaking, Writing and Representing are **productive skills** that enable the creation of meaning. Grammar and Vocabulary, which constitute **knowledge about language**, are the building blocks that are required for the application of the receptive and productive skills for effective communication.

The skills of Viewing and Representing are integrated with Listening, Reading, Speaking and Writing to take into account the importance of developing information, media and visual literacy skills in the teaching and learning of EL.

AREAS OF LANGUAGE LEARNING CHARTS

The Areas of Language Learning Charts are intended to guide EL teachers in the planning of their schools' EL instructional programme in ways that will best cater to their pupils' specific needs, abilities and interests. Given the diverse range of pupils in our schools, there is the need to spell out **what** the areas of language learning entail, **when** they can be taught and learned

progressively from the Primary to the Secondary levels to meet the needs, abilities and interests of different learners and **why** they are important. For these reasons, the Areas of Language Learning Charts are set out in this chapter by Focus Areas and Learning Outcomes, followed by the Components comprising the Skills, Learner Strategies, Attitudes and Behaviour (SSAB)/ Items and Structures.

The Focus Areas are what the teachers will focus on in each Area of Language Learning. Listed under each Focus Area are the Learning Outcomes which are the expected attainment targets to be achieved as a result of teacher instruction for the various Areas of Language Learning. For example, in Listening and Viewing, the Focus Area of Extensive Listening and Viewing has the following Learning Outcome: Listen to and view a variety of literary selections and informational/ functional texts.

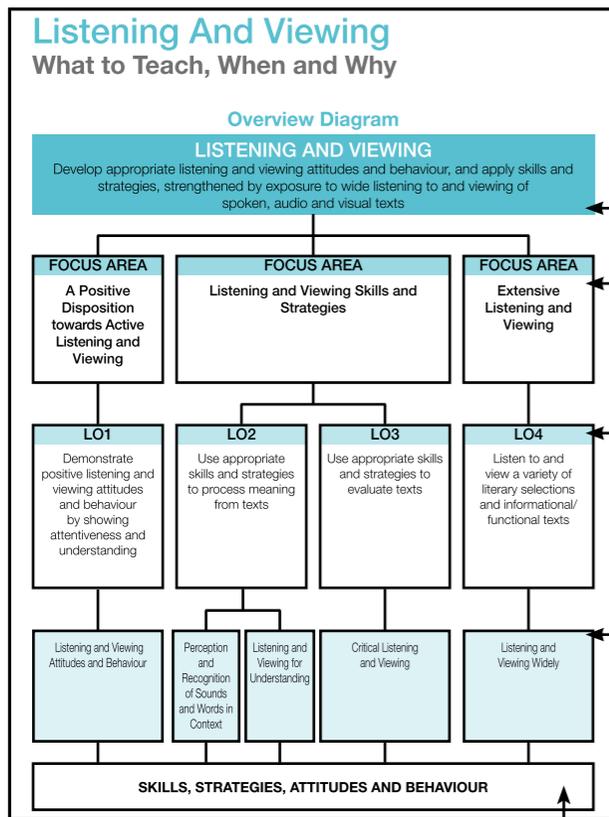
Listed under the Learning Outcomes are the Key Components which comprise the Skills, Learner Strategies, Attitudes and Behaviour (SSAB)/ Items and Structures pertaining to a focus area. The Learning Outcomes will be achieved through the teaching of SSAB/ Items and Structures. Starting from Primary 1 to Upper Secondary, teachers will teach the SSAB/ Items and Structures progressively. Teachers will revisit, reinforce and teach the SSAB/ Items and Structures at increasing levels of difficulty until pupils have mastery of them.

The explicitness of the SSAB/ Items and Structures statements as well as the exemplifications (which are not exhaustive), aims to guide teachers as they plan and decide on the scope and combination of SSAB/ Items and Structures to be selected for instruction and assessment for a year level.

Teachers will familiarise themselves with Chapter 2 before they plan their EL instructional programme.

NAVIGATING THE OVERVIEW DIAGRAM AND CHARTS

Important points for teachers to note and make cross references to other SSAB/ Items and Structures, and areas of language learning.



Overview of An Area of Language Learning

Area of Language Learning

Focus Areas
These are what teachers will focus on in each area of language learning.

Learning Outcomes
The Learning Outcomes are the expected attainment targets to be achieved as a result of teacher instruction.

Components
The Components comprise the Skills, Learner Strategies, Attitudes and Behaviour (SSAB)/ Items and Structures in an Area of Language Learning.

SSAB/ Items and Structures
These will be taught so that pupils achieve the Learning Outcomes.

Legend

Italics Italicised skills, learner strategies, attitudes and behaviour (SSAB) are for exposure only. Teachers will provide pupils with the experience of learning these SSAB, depending on the needs and abilities of their pupils. Italicised SSAB will not be assessed formally.

Shading indicates where an SSAB will be formally introduced and taught. Subsequently, the SSAB must be revisited, reinforced and taught at increasing levels of difficulty, until pupils have mastery of it.

This chart will be used by teachers to plan the scope and combination of SSAB to be taught at each year level, taking into account the needs and abilities of the pupils. The chart also helps teachers to decide on the areas for assessment in school.

In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLLIPS) and the Teaching Processes (ACoLADE).

LISTENING AND VIEWING		PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	1	2	3	4	5	6	
A POSITIVE DISPOSITION TOWARDS ACTIVE LISTENING AND VIEWING	LO1: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding	LISTENING AND VIEWING ATTITUDES AND BEHAVIOUR* <ul style="list-style-type: none"> Listen and view attentively and for a sustained period, e.g.: <ul style="list-style-type: none"> look at the person speaking and maintain eye contact maintain appropriate posture and facial expression listen and view for the entire duration of a text (e.g., listening to the reading of a Big Book story, instructions, a show-and-tell, a classmate's recourt or presentation, a short film, a talk, a speech) withhold judgement or comment until appropriate Listen and view with empathy and respect (e.g., giving due attention to the speaker and being sensitive to what is said) Indicate response appropriately while listening and viewing, e.g.: <ul style="list-style-type: none"> nod in agreement or to indicate understanding provide back-channeling to confirm comprehension and encourage speaker (e.g., "Mmm", "Yes", "I see") seek clarification and elaboration 						* See Component, Interaction Skills, in the Speaking and Representing Chart.
	Develop appropriate listening and viewing attitudes and behaviour, and...	PERCEPTION AND RECOGNITION OF SOUNDS AND WORDS IN CONTEXT* <ul style="list-style-type: none"> Identify consonants, vowels, consonant clusters and vowel combinations Identify the voice qualities (i.e., pace, volume, tone and stress) in an utterance Identify the key words and phrases in a text 						
LISTENING AND VIEWING SKILLS AND STRATEGIES	LO2: Use appropriate skills and strategies to process meaning from texts	LISTENING AND VIEWING FOR UNDERSTANDING* <ul style="list-style-type: none"> Identify details Identify the gist/ main idea Make predictions (about subsequent action or activity) by using: <ul style="list-style-type: none"> prior knowledge (e.g., knowledge of the topic or familiar concepts) phonological cues (e.g., pace, volume, tone, stress, rhythm) contextual clues (e.g., topic, participants, setting, visuals) Make inferences (about purpose, intention, theme/ message) by using: <ul style="list-style-type: none"> prior knowledge (e.g., knowledge of the topic or familiar concepts) phonological cues (e.g., pace, volume, tone, stress, rhythm) contextual clues (e.g., topic, participants, setting, visuals) Ask questions at different levels about the text Interpret information from a variety of sources (e.g., cartoons, audio stories) Interpret the auditory and visual cues that enhance the comprehension of texts (e.g., actions, gestures, shapes, sizes) 						* Skills demonstrated at each level will become increasingly sophisticated as more complex texts are introduced.
	...apply skills and strategies,...	<ul style="list-style-type: none"> Make simple connections to real life and personal experiences Identify the sequence of events or ideas Compare and contrast information Categorise and classify details Distinguish between cause and effect Identify the elements that establish plot, setting and character in audio and visual texts 						

Area of Language Learning Chart

The shading indicates the progression in the teaching of the SSAB/ Items and Structures up the year levels.

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DIFFERENTIATION

Within each year level, how the Learning Outcomes will be achieved through the teaching of the SSAB/ Items and Structures depends on the entry profile, needs and abilities of the pupils. Teachers can differentiate instruction in many ways. For example, teachers can modify the difficulty level of the text in terms of its length, the density of the information it contains, the familiarity of the topic to the pupils and the organisational structure of the text. Teachers can also vary the extent of scaffolding, from chunking texts, giving explicit instruction and modelling of the processes, to creating opportunities for pupils to work independently. In addition, varying performance expectations in terms of the duration for task completion and the type of assignments, i.e., written, oral or performance, will cater to the range of pupils' needs, abilities and interests.

Pupils do not always progress at the same pace for all the Areas of Language Learning. Teachers will customize their EL lessons to meet pupils' needs and abilities. Teachers have the flexibility to re-order the SSAB/ Items and Structures for the various Areas of Language Learning within or across year levels.

For low progress learners, teachers will reinforce the Learning Outcomes by revisiting the SSAB/ Items and Structures for the various Areas of Language Learning that pupils had learned previously and where necessary, provide scaffolding and age-appropriate learning materials.

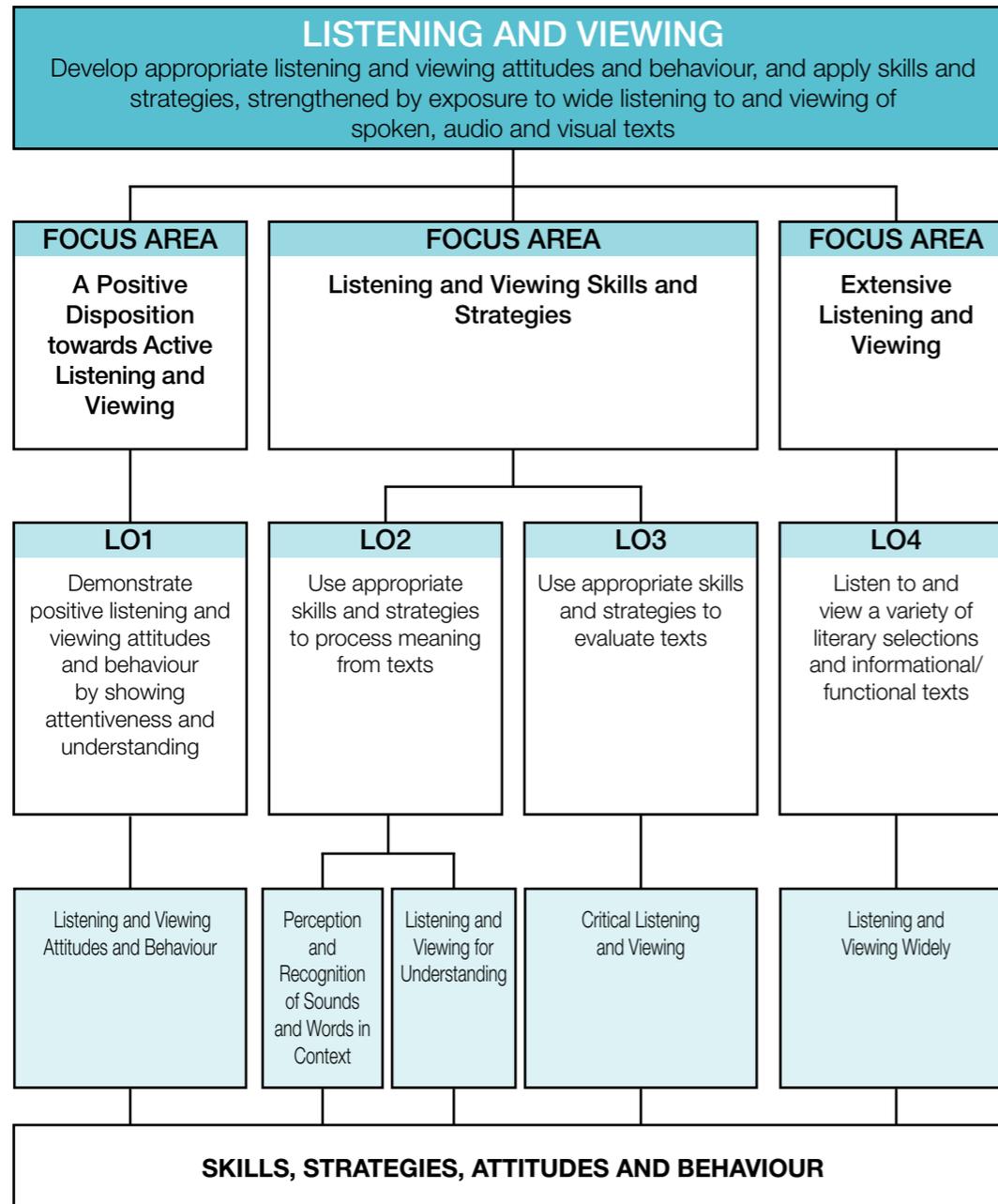
For all other pupils, including high progress learners, teachers can vary the pace and sequence of their instruction. Where appropriate, teachers can select as many of the SSAB/ Items and Structures for the various Learning Outcomes, including those for exposure (which are indicated in italics in the Areas of Language Learning Charts) as well as those which are to be introduced at other year levels. The exposure items are meant to provide pupils with the experience of learning a wider range of more sophisticated skills and strategies. A range of opportunities can be provided to stretch these pupils through Extensive Listening, Reading and Viewing of a variety of texts, including real-world texts which often have more than one function and comprise a mixture of types and forms. Challenging writing and representing tasks for creative, personal, academic and functional purposes will broaden pupils' repertoire of skills, and the use of diverse print and non-print materials from authentic sources will enrich their language use at the appropriate year levels.

For all pupils, teachers will vary the learning experiences and the complexity of the materials by including a wider range of print-rich resources, such as literary and informational/ functional texts, with authentic and interest-appropriate content. Debates, speech and drama, and problem-solving activities can motivate all pupils to demonstrate their use of language, create new meaning and make connections to prior experience and across content areas.

Listening And Viewing

What to Teach, When and Why

Overview Diagram



The acquisition and development of listening and viewing skills, along with speaking and representing, are especially necessary in building a strong foundation in English at the start of language learning. Mastery of these skills allows for quality interaction and collaborative learning in and outside of the classroom,¹ as well as complement and support instruction in other areas of language learning.

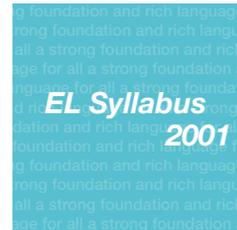
As pupils spend a considerable amount of time listening to one another, it is important for pupils to develop their listening skills so that their learning and understanding of subject content and concepts can be enhanced.² Providing opportunities for pupils to listen to rich linguistic input is integral to developing their listening skills so that pupils are given exposure to correct and appropriate use of language.

To develop in pupils the skills, learner strategies, attitudes and behaviour for effective listening and viewing, teachers will:

- model positive learning attitudes and behaviour.
- guide pupils in constructing meaning from a variety of spoken, audio and visual texts, beginning with the perception and recognition of sounds and words in context.
- help pupils develop active listening and viewing skills, that is, to listen for details and listen for the gist, make inferences, make predictions and listen selectively³ from Primary 1.
- scaffold and model the learning of critical listening and viewing skills through the use of strategies and activities (e.g., brainstorming, concept-mapping, using pictures/ tables/ diagrams, conferencing).
- provide opportunities for pupils to listen to and view a variety of spoken, audio and visual texts for appreciation, enjoyment and personal development.

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Building on the Past

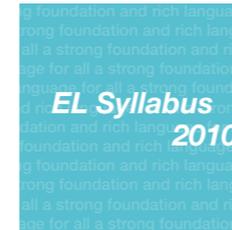


In developing the skills of listening and viewing, the *EL Syllabus 2010* builds on the strengths of the *EL Syllabus 2001* while defining the specific processes to be taught.

The *EL Syllabus 2001* advocated:

- That the development of listening skills is as important as the development of reading and writing skills
- Exposing pupils to a wide variety of texts for listening from print, non-print and electronic sources
- Developing in pupils listening comprehension strategies for listening accurately and critically at the literal, interpretive and evaluative levels
- Providing opportunities for pupils to listen to and understand internationally acceptable English (Standard English), to distinguish between formal and informal registers, to understand verbal and non-verbal cues, and to observe social conventions and etiquette in oral communication

Moving Forward



The *EL Syllabus 2010* builds on the strengths of the *EL Syllabus 2001* and emphasises listening and viewing skills, strategies, attitudes and behaviour as well as critical and extensive listening and viewing, areas which are important in language teaching and learning. These skills are organised into three focus areas and are shown in the Listening and Viewing Chart.

A positive disposition towards active listening and viewing is emphasised. The syllabus specifies the behavioural qualities of engaged pupils who listen and view attentively and indicate response in the process. These values and attitudes, once inculcated, will develop the necessary disposition for active listening and viewing.

Listening and viewing skills and strategies will be taught explicitly. Teachers will provide guidance on how pupils can use a range of skills and strategies to interpret, analyse and evaluate texts. As pupils listen to and view a variety of texts at the literal, inferential and evaluative levels, they will become more proficient in understanding and interpreting messages and in responding critically to them.

Opportunities for extensive listening and viewing will be provided at all year levels. To facilitate the learning of listening and viewing, teachers will, starting from Primary 1, expose pupils to a variety of literary selections and informational/ functional texts. Beginning at Lower Primary, teachers will provide opportunities for pupils to listen to and view spoken, audio and visual texts such as conversations, personal recounts, narratives and procedures before progressing to factual recounts, information reports, explanations and expositions from Middle Primary onwards.

Develop appropriate listening and viewing attitudes and behaviour, and apply skills and strategies, strengthened by exposure to wide listening to and viewing of spoken, audio and visual texts.

A POSITIVE DISPOSITION TOWARDS ACTIVE LISTENING AND VIEWING

Listening and Viewing Attitudes and Behaviour

In any social interaction, the listener plays an active role in communicating feedback in verbal and non-verbal ways to the speaker. With the advent of new multimedia forms of communication (e.g., video conferencing, blogs and wikis) where visual input is provided together with audio input, there is a greater need on the part of both the speaker and the listener to constantly assess audio and visual input and make meaning from what they hear and see. In addition, listening behaviour serves as signals and indicators of a listener's desire to be further engaged in the interaction.

Teachers will help pupils develop and show appropriate and constructive listening attitudes and behaviour when they are involved in any listening and/ or viewing activity or interaction. It is crucial for pupils to develop these attitudes and behaviour at the earliest stage possible for meaningful and engaging interaction in any social setting.

Primary

Teachers will help pupils understand that listening is not a passive receptive skill. Pupils will recognise that when they communicate, their listening behaviour affects how the interaction will progress and evolve.

Teachers will expose pupils to different types of interactions in various situations and settings (e.g., a pupil speaking with the teacher, a customer speaking with a sales assistant, a presenter interacting with an audience). The nature and demands of these tasks and input will become more complex as pupils progress through the year levels.

Perception and Recognition of Sounds and Words in Context

Secondary

Teachers will continue to reinforce and explore with pupils how various responses serve as indicators and signals to the speakers on the content presented and/ or their delivery. Teachers will heighten pupils' awareness by drawing their attention to and having them critically assess the specific listening behaviour of others (e.g., by observing other listeners during group discussions, lessons, school assembly) and themselves (e.g., through reviewing video recordings of their own listening behaviour, obtaining feedback from peers and teachers).

LISTENING AND VIEWING SKILLS AND STRATEGIES

Pupils have to learn to discriminate and recognise the sounds of English and to apply knowledge of letter-sound correspondence to identify words and phrases in order to process what they hear.

Teachers will guide pupils in recognising the sounds of English (i.e., consonants, vowels, consonant clusters, vowel combinations and consonant digraphs) and of individual words and phrases through phonics instruction. Pupils will understand that variations in the use of voice qualities (i.e., pace, volume, tone and stress) can be used to convey nuances in a message.

Primary

Teachers will guide pupils in recognising consonants, vowels, consonant clusters and vowel combinations to enable pupils to recognise the words that they hear. Teachers will also guide pupils in recognising the voice qualities in an utterance (i.e., pace, volume, tone, word stress and sentence stress).

Secondary

For Secondary pupils, the process of recognising sounds and words would probably already have been automatised. Hence, advanced listeners are expected to listen intuitively. Where necessary, teachers will revisit the teaching of the recognition of sounds and words in context.

Listening and Viewing for Understanding

Since most forms of teaching and learning in the classroom involve teachers speaking directly to the pupils, it is imperative that listeners be equipped with the necessary skills and learner strategies to recognise and make meaning of spoken, audio and visual texts.

These skills and learner strategies will be developed through various types of purposeful listening⁴ and/ or viewing activities to provide pupils with a holistic and comprehensive experience of listening and viewing in context. It is only when pupils have understood the message of a text that they will be able to use critical listening skills to evaluate the message. In short, the skills and learner strategies to recognise and make meaning of spoken, audio and visual texts provide the foundation for critical listening.

All Levels

Teachers will guide pupils in developing core listening comprehension skills.⁵ These skills can be developed in conjunction with the ability to view information. The following are the five skills:

- Listen for the gist – Pupils listen for the main idea in a text in order to gain a macro perspective. Teachers will help pupils recognise how accompanying visual cues can convey implicit meaning that is contained in spoken, audio and visual texts.
- Listen for details – Pupils listen and look out for specific pieces of information such as key sounds, words or phrases. Teachers will, for example, guide pupils by asking ‘what’, ‘when’, ‘where’, ‘why’ and ‘how’ questions.
- Make inferences – Pupils address gaps in their understanding of a spoken, audio or visual text by making connections to their own lives, situations and experiences. Teachers will guide pupils to make inferences by referring to pupils’ prior knowledge, and the phonological cues and contextual clues in the text.
- Listen selectively – Pupils will listen purposefully and specifically to parts of a text according to the purpose of the listening and the task. Teachers will guide pupils in organising information using organisational strategies (e.g., classifying, comparing)

for better mental retention. This will enable pupils to listen effectively for sustained periods of time.

- Make predictions – Pupils will anticipate the intended message before and during a listening activity. They will listen and view more purposefully and attentively when they make predictions about what they want to find out because they will have to verify their assumptions and guesses. Teachers will provide pupils with opportunities to check their own understanding using a variety of learner strategies.

Critical Listening and Viewing

When pupils listen to talk, they will need to listen critically. The listener has to discern the acceptability of the message as this will determine the listener’s response and subsequent course of action. As pupils encounter a range of arguments or persuasive texts, they will need to discern the credibility of the sources and the soundness of the arguments.

Critical listening builds on listening for understanding. It requires the listener to comprehend and then evaluate the message⁶ that is conveyed.

Upper Primary

Teachers will guide pupils in looking for and establishing patterns and trends based on their prior knowledge, familiarity with the context and understanding of how language works.

Teachers will teach pupils to assess both the speaker and the message (e.g., the speaker’s credibility, and the purpose and appeal of the message). Pupils will be guided on how to infer the implied message as well as to focus on concepts and ideas beyond what is said.

Secondary

In addition to revisiting the critical listening and viewing skills taught at the Primary levels, teachers will, for example, guide pupils to organise information by using graphic organisers (e.g., concept-mapping tools) and to evaluate the logic and soundness of arguments by posing a range of questions. Teachers will guide pupils in evaluating the validity of an argument based on the given evidence and the lines of reasoning presented.

Pupils will monitor their own thoughts and feelings while assessing spoken, audio and visual texts. Teachers will guide pupils in identifying the language features of texts and discuss how and why they (e.g., choice of words) evoke certain responses from listeners and/ or viewers.

Differentiation

To cater to the diverse needs and abilities of pupils, teachers will differentiate the difficulty level of listening and viewing texts, provide the necessary scaffolding, and vary the performance expectations placed on pupils.

When selecting spoken, audio and visual texts, teachers will consider their difficulty level in terms of the length of the text, text authenticity, text density, the number of speakers, the speed of delivery, the explicitness of text structure, the level of background noise (e.g., difficulty increases when there is more background noise), the pupils' familiarity with the speakers' accents, the register and sophistication of the language used, and the frequency of shifts in topic focus and points of view.

Teachers will vary the amount of support and scaffolding given to pupils by taking into account the amount of time pupils need to perform the listening and/ or viewing task, the degree of teacher modelling and the extent of teacher explanation required, the type of interaction pattern to have (i.e., pairwork/ groupwork), and the prior knowledge of the pupils. For pupils who need extra support, additional materials like audio and visual aids, samples of texts that are of a similar nature or purpose, and graphic organisers should be used.

Teachers will set different performance criteria for pupils with different needs and abilities. The performance criteria can be adjusted by considering, for example, the timeframe for the completion of the listening and/ or viewing task, the level of formality of the task, the nature of the response (i.e., oral/ diagrammatic/ pictorial/ physical), and the audience type (e.g., teachers/ the principal/ parents/ peers).

Listening and Viewing Widely

EXTENSIVE LISTENING AND VIEWING

Pupils will listen to and view a wide variety of spoken, audio and visual texts of varying content and task complexity. These resources include:

- DVDs/ VCDs
- Digital audio files (e.g., CDs, MP3 files)
- Internet websites
- Interactive CD-ROMs
- Radio broadcasts
- Podcasts and Vodcasts
- Live presentations/ performances

Before each listening and/ or viewing activity, teachers can provide pupils with language support by introducing key words and familiarising them with the structure of the listening and/ or viewing text. Teachers can also provide knowledge support through the development of background knowledge on the topic to ease pupils into a topic or subject matter.

Teachers will provide pupils with opportunities to listen to and view a variety of literary selections and informational/ functional texts. At the initial stages, teachers will guide pupils to listen to, view and appreciate more accessible texts, including conversations, personal recounts, narratives and procedures, before giving them exposure to other types of spoken, audio and visual texts.

NOTES AND IN-TEXT REFERENCES

- ¹ Nunan, D., 1989.
- ² Wolvin, A., & Coakley, C.G., 1996, pp. 13 – 15.
- ³ Goh, C., 2002, pp. 2 – 3.
- ⁴ The five types of purposeful listening refer to discriminative, comprehensive, therapeutic, critical and appreciative listening (Wolvin & Coakley, 1996, pp. 151-154).
- ⁵ Goh, 2002, pp. 2 – 3.
- ⁶ Wolvin & Coakley, 1996, p. 316.

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This chart will be used by teachers to plan the scope and combination of SSAB to be taught at each year level, taking into account the needs and abilities of the pupils. The chart also helps teachers to decide on the areas for assessment in school.

In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLLIPS) and the Teaching Processes (ACoLADE).

LISTENING AND VIEWING			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	
A POSITIVE DISPOSITION TOWARDS ACTIVE LISTENING AND VIEWING Develop appropriate listening and viewing attitudes and behaviour, and...	LO1: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding	LISTENING AND VIEWING ATTITUDES AND BEHAVIOUR*							* See Component, Interaction Skills , in the Speaking and Representing Chart .
		<ul style="list-style-type: none"> Listen and view attentively and for a sustained period, e.g., <ul style="list-style-type: none"> look at the person speaking and maintain eye contact maintain appropriate posture and facial expression listen and view for the entire duration of a text (e.g., listening to the reading of a Big Book story, instructions, a show-and-tell, a classmate's recount or presentation, a short film, a talk, a speech) withhold judgement or comment until appropriate Listen and view with empathy and respect (e.g., giving due attention to the speaker and being sensitive to what is said) Indicate response appropriately while listening and viewing, e.g., <ul style="list-style-type: none"> nod in agreement or to indicate understanding provide back-channelling to confirm comprehension and encourage speaker (e.g., "Mmm", "Yes", "I see") seek clarification and elaboration 							
		PERCEPTION AND RECOGNITION OF SOUNDS AND WORDS IN CONTEXT#							
		<ul style="list-style-type: none"> Identify consonants, vowels, consonant clusters and vowel combinations Identify the voice qualities (i.e., pace, volume, tone and stress) in an utterance Identify the key words and phrases in a text 							
		LISTENING AND VIEWING FOR UNDERSTANDING*							
LISTENING AND VIEWING SKILLS AND STRATEGIES ...apply skills and strategies,...	LO2: Use appropriate skills and strategies to process meaning from texts	<ul style="list-style-type: none"> Identify details Identify the gist/ main idea Make predictions (about subsequent action or activity) by using: <ul style="list-style-type: none"> prior knowledge (e.g., knowledge of the topic or familiar concepts) phonological cues (e.g., pace, volume, tone, stress, rhythm) contextual clues (e.g., topic, participants, setting, visuals) Make inferences (about purpose, intention, theme/ message) by using: <ul style="list-style-type: none"> prior knowledge (e.g., knowledge of the topic or familiar concepts) phonological cues (e.g., pace, volume, tone, stress, rhythm) contextual clues (e.g., topic, participants, setting, visuals) Ask questions at different levels about the text Interpret information from a variety of sources (e.g., cartoons, audio stories) Interpret the auditory and visual cues that enhance the comprehension of texts (e.g., actions, gestures, shapes, sizes) Make simple connections to real life and personal experiences Identify the sequence of events or ideas Compare and contrast information Categorise and classify details Distinguish between cause and effect Identify the elements that establish plot, setting and character in audio and visual texts 							# See Component, Beginning Reading – Decoding through Phonics , in the Reading and Viewing Chart for the sounds and corresponding letter patterns. * Skills demonstrated at each level will become increasingly sophisticated as more complex texts are introduced.

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LISTENING AND VIEWING			PRIMARY						REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6		
LISTENING AND VIEWING SKILLS AND STRATEGIES ...apply skills and strategies, ... (continued)	LO3: Use appropriate skills and strategies to evaluate texts	CRITICAL LISTENING AND VIEWING								
		The ability to listen and view critically is contingent upon the pupil's ability to first listen and view for understanding.								
		<ul style="list-style-type: none"> Distinguish between fact and opinion 								
		<ul style="list-style-type: none"> Make simple generalisations by: <ul style="list-style-type: none"> identifying the gist/ main idea and key details identifying general patterns from more than one source 								
		<ul style="list-style-type: none"> Draw conclusions from: <ul style="list-style-type: none"> main idea, key details and specific examples from a text prior knowledge contextual clues 								
		<ul style="list-style-type: none"> Identify the problem-solution relationship in a text 								
		<ul style="list-style-type: none"> Identify different points of view 								
		<ul style="list-style-type: none"> Identify and analyse the techniques (e.g., pictures, animation, sound effects) used in spoken, audio and visual texts to achieve a variety of purposes 								
		<ul style="list-style-type: none"> Determine the credibility of the speaker by: <ul style="list-style-type: none"> identifying the speaker/ source identifying the intent/ purpose of the message (e.g., to instruct, to inform, to persuade) detecting the speaker's feelings and attitudes (e.g., happiness, anger, confusion) assessing the speaker's enthusiasm and passion for the topic 								
		<ul style="list-style-type: none"> Determine the psychological appeal of the message by: <ul style="list-style-type: none"> identifying the elements that appeal to the senses (e.g., colour, action, sound effects) recognising the emotional responses triggered in self identifying the choice of words used to influence emotions deciding on a response (i.e., accept, reject, or wait) assessing own response (i.e., a rational or emotional one) 								
		EXTENSIVE LISTENING AND VIEWING ...strengthened by exposure to wide listening to and viewing of spoken, audio and visual texts.	LO4: Listen to and view a variety of literary selections and informational/ functional texts	LISTENING AND VIEWING WIDELY						
				The aim of listening and viewing widely is to develop in pupils a positive attitude towards listening to and viewing a variety of texts for enjoyment and understanding.*						
				<ul style="list-style-type: none"> Listen to, view and respond to a variety of spoken, audio and visual texts: <ul style="list-style-type: none"> Conversations (e.g., requests, explanations, self introduction, pair/ group/ panel discussions) Poetry (e.g., rhymes, cinquains, haiku) Personal recounts (e.g., oral anecdotes, past experiences, interesting encounters) Narratives (e.g., stories, readers' theatre, puppet works, radio dramas) Procedures (e.g., instructions for completing an activity, directions, recipes) Information reports (e.g., on a project, school event, an incident, a natural occurrence or event) Explanations (e.g., of how clouds are formed, of how plastic is recycled, of how an arithmetic problem is solved) Factual recounts (e.g., news reports, eye-witness accounts) Expositions (e.g., simple debates, advertisements, speeches, reviews of movies/ musical performances/ books) 						

* See the **Grammar** and **Vocabulary Charts** for the grammatical and vocabulary items specific to the various year levels and the types of texts to be created.

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LISTENING AND VIEWING			SECONDARY					REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N		
A POSITIVE DISPOSITION TOWARDS ACTIVE LISTENING AND VIEWING Develop appropriate listening and viewing attitudes and behaviour, and...	LO1: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding	LISTENING AND VIEWING ATTITUDES AND BEHAVIOUR*						* See Component, Interaction Skills , in the Speaking and Representing Chart .	
		<ul style="list-style-type: none"> • Listen and view attentively and for a sustained period, e.g., <ul style="list-style-type: none"> ◦ look at the person speaking and maintain eye contact ◦ maintain appropriate posture and facial expression ◦ listen and view for the entire duration of a text (e.g., listening to instructions, a classmate's recount or presentation, a short film, a talk, a speech) ◦ withhold judgement or comment until appropriate • Listen and view with empathy and respect (e.g., giving due attention to the speaker and being sensitive to what is said) • Indicate response appropriately while listening and viewing, e.g., <ul style="list-style-type: none"> ◦ nod in agreement or to indicate understanding ◦ provide back-channelling to confirm comprehension and encourage speaker (e.g., "Mmm", "Yes", "I see") ◦ seek clarification and elaboration 							
		PERCEPTION AND RECOGNITION OF SOUNDS AND WORDS IN CONTEXT							
		<ul style="list-style-type: none"> • Identify the voice qualities (i.e., pace, volume, tone and stress) in an utterance • Identify the key words and phrases in a text 							
		LISTENING AND VIEWING FOR UNDERSTANDING#							
		<ul style="list-style-type: none"> • Identify details • Identify the gist/ main idea • Make predictions (about subsequent action or activity) by using: <ul style="list-style-type: none"> ◦ prior knowledge (e.g., knowledge of the topic or familiar concepts) ◦ phonological cues (e.g., pace, volume, tone, stress, rhythm) ◦ contextual clues (e.g., topic, participants, setting, visuals) • Make inferences (about purpose, intention, theme/ message) by using: <ul style="list-style-type: none"> ◦ prior knowledge (e.g., knowledge of the topic or familiar concepts) ◦ phonological cues (e.g., pace, volume, tone, stress, rhythm) ◦ contextual clues (e.g., topic, participants, setting, visuals) • Ask questions at different levels about the text • Interpret information from a variety of sources (e.g., images, films) • Interpret the auditory and visual cues that enhance the comprehension of texts (e.g., actions, gestures, shapes, sizes) • Make connections to real life and personal experiences • Identify the sequence of events or ideas • Compare and contrast information • Categorise and classify details • Distinguish between cause and effect • Understand abstract ideas when concrete examples are used • Identify the elements that establish plot, setting and character in audio and visual texts 							
LISTENING AND VIEWING SKILLS AND STRATEGIES ...apply skills and strategies,...	LO2: Use appropriate skills and strategies to process meaning from texts							# Skills demonstrated at each level will become increasingly sophisticated as more complex texts are introduced.	

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LISTENING AND VIEWING			SECONDARY					
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N	REMARKS
LISTENING AND VIEWING SKILLS AND STRATEGIES ...apply skills and strategies, ... (continued)	LO3: Use appropriate skills and strategies to evaluate texts	CRITICAL LISTENING AND VIEWING						
		The ability to listen and view critically is contingent upon the pupil's ability to first listen and view for understanding.						
		• Distinguish between fact and opinion						
		• Make simple generalisations by:						
		◦ identifying the gist/ main idea and key details						
		◦ identifying general patterns from more than one source						
		• Draw conclusions from:						
		◦ main ideas, key details and specific examples from a text						
		◦ prior knowledge						
		◦ contextual clues						
		• Identify the problem-solution relationship in a text						
		• Identify different points of view						
		• Identify and analyse the techniques (e.g., pictures, animation, sound effects) used in spoken, audio and visual texts to achieve a variety of purposes						
		• Determine the credibility of the speaker by:						
		◦ identifying the speaker/ source						
		◦ identifying the intent/ purpose of the message (e.g., to instruct, to inform, to persuade)						
		◦ detecting the speaker's feelings and attitudes (e.g., elation, frustration, apprehension)						
		◦ assessing the speaker's authority on the topic (e.g., certification, qualifications, endorsements)						
		◦ identifying the speaker's experience on the topic						
		◦ assessing the speaker's enthusiasm and passion for the topic						
		• Evaluate the relevance and soundness of arguments by:						
		◦ ascertaining the premise and claim that the speaker is making						
		◦ identifying the evidence for the claims						
◦ assessing the sufficiency of the evidence to justify the conclusion								
◦ assessing the validity/ logic (line of reasoning)								
• Determine the psychological appeal of the message by:								
◦ identifying the elements that appeal to the senses (e.g., colour, action, sound effects)								
◦ recognising the emotional responses triggered in self								
◦ identifying the choice of words used to influence emotions								
◦ deciding on a response (i.e., accept, reject, or wait)								
◦ assessing own response (i.e., a rational or emotional one)								

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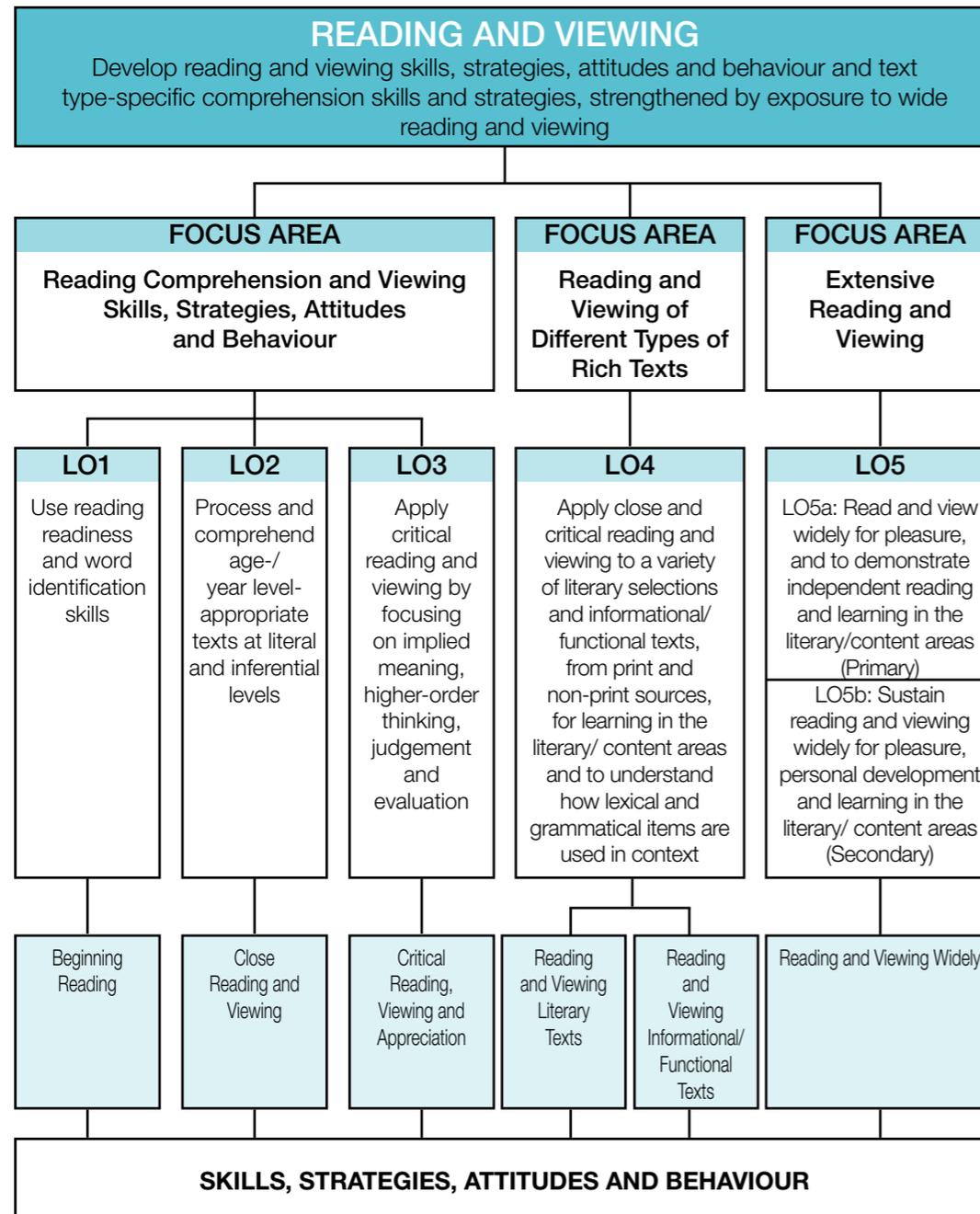
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LISTENING AND VIEWING			SECONDARY					REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N	
EXTENSIVE LISTENING AND VIEWING ...strengthened by exposure to wide listening to and viewing of spoken, audio and visual texts.	LO4: Listen to and view a variety of literary selections and informational/ functional texts	LISTENING AND VIEWING WIDELY						* See the Grammar and Vocabulary Charts for the grammatical and vocabulary items specific to the various year levels and the types of texts created. * Teachers will enable pupils to understand that real-world texts often have more than one function and comprise a mixture of types and forms .
		The aim of listening and viewing widely is to develop in pupils a positive attitude towards listening to and viewing a variety of texts for enjoyment and understanding.*						
		<ul style="list-style-type: none"> Listen to, view and respond to a variety of spoken, audio and visual texts: 						
		<ul style="list-style-type: none"> Conversations (e.g., requests, explanations, self introduction, pair/ group/ panel discussions) 						
		<ul style="list-style-type: none"> Poetry (e.g., (e.g., rhyming couplets, free verse, ballads) 						
		<ul style="list-style-type: none"> Personal recounts (e.g., oral anecdotes, past experiences, interesting encounters) 						
		<ul style="list-style-type: none"> Narratives (e.g., radio dramas) 						
		<ul style="list-style-type: none"> Procedures (e.g., instructional procedure texts to give directions, or to explain how something is built) 						
		<ul style="list-style-type: none"> Factual recounts (e.g., news reports, eye-witness accounts) 						
		<ul style="list-style-type: none"> Information reports (e.g., on a project, school event, an incident, a natural occurrence or event) 						
<ul style="list-style-type: none"> Explanations (e.g., of how books in the library are organised, of how an engine works, of how mathematical differentiation is done) 								
<ul style="list-style-type: none"> Expositions (e.g., debates, reviews of a movie/ show/ a musical performance/ book, advertisements, speeches) 								
<ul style="list-style-type: none"> A mixture of types and forms (e.g., a personal recount in an exposition)* 								

Reading and Viewing

What to Teach, When and Why

Overview Diagram



Learning to read, view, enjoy, respond to and understand critically a variety of texts will help build pupils' language. It will enable them to derive meaning from print and non-print texts. It will also help them to progressively achieve fluency in reading and viewing in order to learn in the content areas.

To develop in pupils reading and viewing skills, learner strategies, attitudes and behaviour, teachers will:

- recognise that pupils learn to read and/ or view in many different ways and they progress at different rates.
- help pupils progress from beginning reading to close reading, moving from dependence on teacher-supported reading and reading aloud towards fluency and independence as well as independent silent reading.
- teach pupils how to actively construct meaning from a range of print and non-print texts that they read and/ or view,¹ beginning with what they already know in their own use of language.
- instruct pupils to apply both bottom-up and top-down reading strategies concurrently to provide a balanced and interactive approach to learning how to read.²
- help pupils to comprehend closely and critically a variety of different types of texts: literary and informational/ functional, print and non-print.
- teach pupils to think critically and reflect on what they read and/ or view to become critical readers and viewers. Encourage pupils to compare a wide array of texts against one another to make the critical connections to what is read and/ or viewed.
- create opportunities for pupils to be exposed to a wide range of rich texts which model good writing and use of language.

RESTRICTED

Building on the Past

EL Syllabus 2001

In developing the skills of reading and viewing, the *EL Syllabus 2010* builds on the strengths of the *EL Syllabus 2001* while defining the specific processes to be taught.

The *EL Syllabus 2001* advocated:

- A balance between decoding and meaning-based instruction, word recognition and passage comprehension, and phonics and whole language
- That pupils be guided through the beginning reading stage to the independent reading stage
- Providing opportunities for pupils to read, view and interpret a variety of text types from print, non-print and electronic sources
- The use of materials other than the textbook to encourage reading, language acquisition and self-access learning
- Developing in pupils reading comprehension strategies for comprehending at the literal, interpretive and evaluative levels, and developing critical reading in pupils at the Secondary level

Moving Forward

EL Syllabus 2010

The *EL Syllabus 2010* emphasises Beginning Reading, including Decoding through Phonics; Close Reading and Viewing; Critical Reading, Viewing and Appreciation; Reading and Viewing Literary Texts; Reading and Viewing Informational/ Functional Texts; and Reading and Viewing Widely. These skills are organised into three focus areas and are shown in the Reading and Viewing Chart.

Reading Comprehension and Viewing Skills, Strategies, Attitudes and Behaviour will be taught. These comprehension skills and learner strategies are organised over three progressive stages from Lower to Middle Primary and through to Secondary. They are characterised by:

- Learning to read (Beginning Reading)
- Reading and viewing closely to infer meaning and to process information (Close Reading and Viewing)
- Reading and viewing critically for implied meaning, judgement, higher-order thinking and evaluation (Critical Reading and Viewing)

Reading and Viewing of Different Types of Rich Texts will be emphasised. Pupils will apply critical reading and viewing skills and strategies specific to literary selections and informational/ functional texts to appreciate how language works in different texts. Such a focus will enable pupils to move from reading and viewing to writing and representing with greater ease.

Opportunities for Extensive Reading and Viewing will be provided at all year levels. This will build pupils' general knowledge of the world and of formal language as well as move them towards reading independence and fluency.

Develop reading and viewing skills, strategies, attitudes and behaviour and text type-specific comprehension skills and strategies, strengthened by exposure to wide reading and viewing.

READING COMPREHENSION AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR

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Beginning Reading

Lower Primary

Reading is a linguistic, socio-cultural, physical and cognitive activity. Pupils begin by recognising the sounds of the language, decoding letters and words, and listening to as well as enjoying stories read aloud to them.

Pupils' readiness to learn to read depends on many factors, for example, their awareness of the concepts of print, their ability to hear and manipulate the sounds of the language (phonemic awareness), and their ability to apply knowledge of letter-sound correspondence to identify words (decoding through phonics).

Early literacy lays the foundation for the development of comprehension and communication skills. For the process of reading to be learned successfully, teachers need to provide deliberate systematic instruction from the start of pupils' formal schooling. Teachers will teach the relevant skills, learner strategies, attitudes and behaviour and make them explicit, well understood and well practised.

Teachers will begin teaching word identification skills essential for early literacy and formal word study from Primary 1. Word identification skills cover several components, including phonemic awareness, decoding through phonics and the recognition of words. These skills will help pupils make meaning, which is the ultimate aim of reading.

Phonemic Awareness

Phonemic awareness is an important predictor of literacy achievement in the early years. It refers to the ability to notice and manipulate the sequence of phonemes in spoken words, that is, the sounds of language. Pupils have acquired phonemic awareness when they can recognise and produce rhymes, divide words into syllables, change beginning sounds (e.g., *fee, fie, foh* into *dee, die, doh*), blend sounds together (*/r/-/æ/* become */ræ/*) and segment words into individual sounds. It is important for teachers to note that some phonemic awareness skills, for example, the difficult skills of blending and segmenting sounds, may develop a little later in some Primary 1 pupils.

Decoding through Phonics

Phonics instruction is based on the alphabetic principle and emphasises teaching pupils the correspondence between sounds and letters. The alphabetic principle refers to the understanding that each speech sound (i.e., phoneme) of a language has its alphabetic/ letter representation. The purpose of phonics instruction is to help pupils figure out the pronunciation of new words through teaching them that letters represent certain sounds. When pupils learn to connect sounds with letters or groups of letters (e.g., that the sound */k/* can be represented by <c>, <k>, or <ck> spellings), they will be able to approximate pronunciations of unknown words. Phonics instruction should also include teaching the skills of segmenting and blending sounds within words and making analogies across words.

Unlike some languages (e.g., Malay and Spanish) where there is a close correspondence between sounds and the letter patterns that represent them, English spelling is more complex. While English spelling follows certain conventions, the letter-sound relationship is not a straightforward one. The 26 letters of the alphabet could represent 42 or more different sounds of speech. In many cases the same sound can be spelled differently (e.g., */f/* is spelled variously as <f>, <ph> or <gh>) and the same spelling can represent different sounds (e.g. <c> has the sound */k/* in *medical*, */s/* in *medicine* and no sound at all in *science*). Complex letter-sound relationships have implications for phonics and word identification instruction.

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In practice, phonics instruction will be conducted within the context of a balanced, comprehensive reading programme in our Singapore classrooms.³ At the Lower Primary levels, letter-sound relationships will be taught briefly but consistently as follow-up activities after Shared Reading using Big Books. It will also be taught after a re-reading of the text created during class writing.

The meaningful context of reading and writing provided in the books selected for Shared Reading exposes pupils to the concepts of print, and the sounds of the language through rhythm, rhyme and repetition.

Explicit instruction in phonemic awareness and phonics is necessary for beginning readers. As initial consonants are the first part of a word that is read and decoded, teachers will begin with a focus on initial/ final single consonants, initial short vowel sounds and words that rhyme (e.g., Humpty Dumpty sat on a wall/ Humpty Dumpty had a great fall). Rhyming words, on the other hand, often (though not always) come from the same word family. A word family is a group of words sharing common phonic elements that correspond to a sound (e.g., <ite> in *kite*, *bite*) or the same root or base (e.g., <phon> in *phonemic*, *telephone* and <jump> in *jumps*, *jumped*, *jumping*). These common letters in a word family may also be referred to as “rime”.

Teaching common word families found in pupils’ reading materials in the course of phonics instruction helps pupils to decode many words quickly. Rimes have highly reliable letter-sound patterns. Once pupils have learned a particular rime, they can apply the sounds these letters make to read, spell and form new words. For example, pupils who know consonant sounds and the sound that the rime <an> makes can read and write a number of words, and form many combinations of words, such as *tan*, *man*, *fan*, *can*, *ban*, *ran*, *van*, and *pan*.

A focus on word families can give added success to pupils’ early experiences with print as well as help to address the errors beginning readers tend to make when reading final consonants and vowels.

Good letter-sound instruction should be completed relatively quickly. Once pupils begin to use spelling patterns in recognising words at an easy and fluent pace, they are on their way to mastering sight word recognition. This is time to move away from letter-sound instruction and to spend more time on comprehension and writing texts.

Explicit and systematic instruction in phonics should continue for pupils who have not sufficiently developed phonemic awareness or who are still not able to decode accurately or read.

The following phonic elements serve as a guide for what teachers ought to pay attention to when devising phonics instruction:

- Initial and final consonants
- Short initial vowels
- Short vowels are introduced before the long ones because they occur more frequently in words
- Long vowels are taught in the environment of the silent letter <e>
- Word families
- Consonant blends
- Consonant digraphs
- Vowel digraphs
- Syllables

Phonetic symbols will not be introduced at the Lower Primary levels. Pupils at these levels should not have to contend with another set of letter-sound relationships while learning to decode the letter-sound patterns of English. However, the phonetic symbols can be a useful source of reference at the Secondary level when teachers develop pupils’ ability to check the accuracy of their pronunciation independently.

Recognition of Words

Some words do not follow phonics rules (e.g., were, who and you). They are often called “sight words” because they are learned and recognised by seeing the words. This is done to develop pupils’ reading fluency and automaticity, which is the ability to recognise words effortlessly and rapidly.



Close Reading and Viewing provides the context for pupils to read and view at literal, inferential and, progressively, at critical levels, as well as to see how language is used in print and non-print materials. Once pupils are able to read and view independently, they are on their way to reading and viewing to learn. This is an important transition as emphasis on content area reading begins for all pupils when they start reading academic subjects such as Science at Primary 4 and other subjects from Secondary 1 (e.g., Geography, Literature).

Close Reading and Viewing involves the use of reading comprehension and viewing skills and learner strategies which also apply in the reading of (a) literary and (b) informational/functional texts.

Lower Primary

Teachers will provide scaffolding for pupils through Shared Reading by reading aloud to them or having them read with the teacher for enjoyment. Teachers will also give them exposure to meaningful reading materials, including children’s stories and rhymes. This approach also provides the context for developing viewing skills through modelling and explicit teaching.

Middle Primary – Secondary

From Middle Primary, teachers will apply guided reading approaches such as the Directed Reading-Thinking Activity (DRTA), which can be conducted in the context of Supported Reading and the Know-Want to Learn-Learned (KWL) strategy. KWL is used for non-narrative texts and Retelling. From Middle Primary, pupils will do more of the reading themselves and they will be encouraged to do so silently. Recognition of the various types of texts and whole text study can be gradually introduced from the Middle Primary years.

At the same time, pupils will learn to process information at different levels of text difficulty⁴ by applying comprehension skills at the literal and inferential levels.

For pupils to acquire these skills from the Primary to Secondary levels, teachers will help them learn to:

- construct meaning from visual texts (e.g., pictures, diagrams, charts, icons, maps, graphs, tables).
- use prior knowledge (e.g., knowledge of the topic or familiar concepts, knowledge of the text structure).
- use contextual clues (e.g., visual cues, knowledge of lexical and grammatical items, repetition).
- ask questions about the texts.
- make predictions.
- skim for the gist/ main idea.
- scan for specific information.
- sequence details.
- distinguish between cause and effect, and between fact and opinion.
- categorise and classify given details.
- compare and contrast, e.g., ideas, topics, texts.
- make inferences.
- draw conclusions.
- make generalisations.⁵
- identify problem-solution.
- interpret and analyse information from a variety of sources when conducting research to meet information needs.
- paraphrase information.
- summarise essential ideas.
- identify and analyse media techniques.

Pupils are expected to apply these skills competently as they engage with increasingly more complex literary and informational/functional texts in the course of reading comprehension lessons, reading and viewing widely, and reading and viewing in the content areas.

Critical Reading, Viewing and Appreciation

Primary – Secondary

Critical reading and viewing take place when pupils are encouraged to read between the lines and view for implied meanings, analyse the underlying meaning of visual messages, offer interpretive judgement, and question and evaluate what is read from a variety of sources, including the writers' intentions/assumptions and soundness of the argument.⁶

Pupils will deepen their understanding of the text by relating it to personal experiences, real life, its context and similar writing or works, including visual texts. They will also examine the elements of style. This process involves close and critical reading of texts, the organisational structure of texts and the artful use of language for impact. Pupils will realise the connection between language features and the types of texts. They will also identify the meanings conveyed by the interplay of what is written and the visuals in a text.

READING AND VIEWING OF DIFFERENT TYPES OF RICH TEXTS

Reading and Viewing Literary Texts

Exposure to different literary genres/ types of texts will give pupils many and varied models of good English. Pupils will become better readers by understanding the structure and conventions of texts and will appreciate the nuances of language that make these texts unique.

From Lower Primary

At the Primary levels, examples of narratives that pupils will read and view include:

- Fables
- Fairy tales
- Fantasy
- Legends
- Myths
- Contemporary realistic fiction

From Lower Secondary

At the Secondary levels, literary selections of prose, poetry and drama from literature will be included.

In reading and viewing literary texts, pupils will learn how to:

- identify themes that help them pick out the underlying messages of the text.
- distinguish the elements of fiction (e.g., plot, conflict, setting) which encourage a critical response.
- detect and analyse points of view and writers' intentions.
- identify and appreciate the elements of style.

Reading and Viewing Informational/ Functional Texts

Informational texts (such as procedures, factual recounts, information reports and explanations) present main ideas and supporting details; and expositions present coherent lines of argument. Such texts are found in biographies and articles from newspapers, magazines and journals.

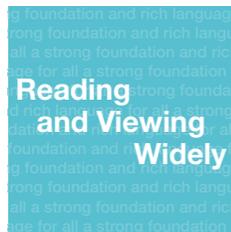
In reading and viewing a range of informational texts, pupils will learn to identify and understand the organisational structures that define the writers' line of thinking or argument, with evidence from the text to support an interpretation or argument.

Differentiation

For low progress pupils, teachers will choose more accessible and shorter literary and informational/ functional selections with appropriate themes. They will focus on teaching the essential skills from the Reading and Viewing Chart that will specifically meet the needs, abilities and interests of the pupils.

For high progress pupils, teachers will widen their range of experiences with quality literary and informational/ functional texts through increasing the complexity and length of such texts, or by using texts with more abstract concerns, or richer and thought-provoking themes. Pupils' interest level should remain as the key consideration in text selection. The texts will also be taught and analysed deliberately. The skills learned can be transferred to other areas of language learning.

EXTENSIVE READING AND VIEWING



Primary – Secondary

One of the strongest predictors of reading comprehension in general and of vocabulary development in particular is the amount of time pupils spend on reading.⁷ Although reading aloud to pupils is helpful in developing their language, the central importance of pupils reading widely at increasingly more challenging levels cannot be over-emphasised. High-interest texts with less sophisticated vocabulary, although often appropriate for building fluency, are not as likely to produce growth in academic language. To obtain such growth, pupils must read extensively at school and at home. Classroom, instructional and school-wide strategies to encourage and inspire pupils' independent reading are essential. Pupils should master skills in reading early so that they will be able to read independently. Those who are not fluent readers and who do not have the foundational skills to understand a variety of texts do not engage willingly and joyfully in reading.⁸

It is also necessary to expand pupils' appreciation of how visuals convey meaning and provide additional information on the materials read. Increasingly from the Primary to the Secondary levels, pupils need to be able to read, view, and learn to produce a variety of texts that are accompanied by visuals to communicate the overall meaning. Teachers will guide pupils in developing this ability through the use of picture books that provide strong links between the language of print and the visuals in the text. Sustained and wide exposure to such multimodal texts will help pupils strengthen essential viewing skills that complement reading skills in constructing meaning from various texts at the Secondary levels.

Book and Text Selections

Teachers will help pupils read, view and appreciate a variety of reading-age-appropriate personal recounts, narratives, procedures, factual recounts, information reports, explanations and expositions, including poetry. As pupils become independent readers, teachers should encourage them to make book and text selections which are more challenging and with more thought-provoking themes.

Book and multimodal text selections from authentic print and non-print sources will include many models of good English as well as reflect our cultural values, for example:

- Children's literature (award winners)
- Works of local authors
- Works reflecting different cultures
- Works of different genres (e.g., prose, poetry, drama)
- Biographies
- Diaries/ blogs
- Anthologies

Promote Reading and Viewing

Teachers will support and encourage reading and viewing widely by engaging pupils in related activities that allow them to clarify their understanding and connect with their own experiences (e.g., through reading logs, debates and forums to discuss viewpoints).

At the Secondary level, small group discussions give pupils increased opportunities to listen to and learn from each other, to share impressions and ideas, and to ask questions in a more personal way.

NOTES AND IN-TEXT REFERENCES

- ¹ Quin, McMahon & Quin (1995) state that reading and viewing generally involve parallel processes of constructing meaning from texts. Studying visual texts can enhance pupils' understanding about language and language skills. Callow (1999) adds that both reading and viewing require a constant interaction among the reader/ viewer, the author, the text and the wider cultural context.
- ² Bottom-up processing models suggest that readers start with letters. This information is converted into strings of phonemes and then recognised as words on a printed page. This approach focuses on the sub-skills of reading (e.g., matching letters to sound, matching words to their meaning). Top-down processing is meaning-based, text- and context-driven, with phonics taught incidentally and when needed. It focuses on readers' ability to predict the content of the text based on their background knowledge. Readers can also bring their expectations to the text. Both models are advocated in the Singapore classrooms.

It is now widely recognised that reading involves complex skills and processes such as word recognition, vocabulary knowledge, grammatical knowledge, knowledge of the text structure and its characteristics, and the ability to interpret the text.

³ In the first edition of *Learning to Read: The Great Debate*, Jeanne Chall (1967) made the distinction between a “meaning” emphasis and a “code” emphasis in beginning reading instruction, pointing out that pupils who had systematic phonics instruction achieved higher scores in word identification and reading comprehension than pupils in programmes with a “meaning” emphasis. The findings from the National Reading Panel similarly provided “solid support for the conclusion that systematic phonics instruction makes a bigger contribution to children’s growth in reading than alternative programmes providing unsystematic or no phonics instruction” (National Reading Panel, 2000, pp. 2 – 92). Current thinking on ‘balanced instruction’ in reading recognises that phonics instruction is necessary but an insufficient condition for successful literacy instruction (International Reading Association, 2005):

Children become aware of and understand how print on a page relates to meaning. When children engage with texts themselves, as readers or writers, they begin to orchestrate this knowledge of how written language works to achieve success. It is within these kinds of contexts of language use that direct instruction in phonics takes on meaning for the learner. When phonics instruction is linked to children’s genuine efforts to read and write, they are motivated to learn. When phonics instruction is linked to children’s reading and writing, they are more likely to become strategic and independent in their use of phonics than when phonics instruction is drilled and practised in isolation. Phonics knowledge is critical but not sufficient to support growing independence in reading.

⁴ Text difficulty, relative to pupils’ ability, refers to:

The independent reading level – the level of reading material a pupil can read easily, independently and with high comprehension, a few problems with word identification and an accuracy rate of 95 – 100 percent.

The instructional reading level – the level of reading material a pupil can read easily and successfully with instruction and support from the teacher and at an accuracy rate of 90 – 94 percent.

The frustration reading level – the level of reading material a pupil can read successfully with an accuracy rate of 89 percent or less. At this level, “reading skills break down, fluency disappears, errors in word recognition are numerous, comprehension is faulty, recall is sketchy, and signs of emotional tension and discomfort become evident” (statement of the Committee on the Prevention of Reading Difficulties of Young Children, cited in Harris & Sipay, 1975, p. 213).

⁵ At the Secondary level, ‘making generalisations’ is a critical reading and viewing skill incorporating the transference of understanding to new contexts.

⁶ Goh & Yio, 2002, p. 10.

⁷ Anderson, Wilson, & Fielding, 1988; Anderson, 1992; Corson, 1995; Cunningham & Stanovich, 1998.

⁸ Juel, 1988; Nathan & Stanovich, 1991; Coyne, Kame’enui & Simmons, 2001.

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Shading indicates where an SSAB will be formally introduced and taught. Subsequently, the SSAB must be revisited, reinforced and taught at increasing levels of difficulty, until pupils have mastery of it.

This chart will be used by teachers to plan the scope and combination of SSAB to be taught at each year level, taking into account the needs and abilities of the pupils. The chart also helps teachers to decide on the areas for assessment in school.

In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLLIPS) and the Teaching Processes (ACoLADe).

READING AND VIEWING			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	
<p>READING COMPREHENSION AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR</p> <p>Develop reading and viewing skills, strategies, attitudes and behaviour...</p>	<p>LO1: Use reading readiness and word identification skills</p>	BEGINNING READING							
		Readiness for Reading							
		<ul style="list-style-type: none"> Recognise and name the letters of the alphabet Identify upper and lower case letters Develop knowledge of the concepts of print: <ul style="list-style-type: none"> identify common terms relating to books (e.g., title page, author, illustrator, front/back cover, table of contents) adjust directionality (e.g., from left to right, foreground to background) in accordance with the reading/ viewing text identify word spacing distinguish between letters, words and sentences on a printed page recognise the grammatical features of a sentence (i.e., capital letters, punctuation marks) Read and view attentively and for a sustained period (e.g., for the entire duration when a text is read aloud or shared in class) Stay on the correct line while reading orally Adopt correct posture and book position while reading or viewing silently 							
		Phonemic Awareness							
		<ul style="list-style-type: none"> Identify initial, medial and final sounds Use syllables and rhyming words in spoken language Identify and differentiate among common sounds in words Differentiate sounds through letter blends, segmentation, substitution and deletion 							
		Decoding through Phonics®							
		<ul style="list-style-type: none"> Match sounds to their corresponding letters/ letter patterns: <ul style="list-style-type: none"> initial and final consonants: m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y initial short vowel sounds: a, e, i, o, u word families with vowel-consonant patterns (e.g., -at, -an, -ad, -ap, -et, -en, -ill, -ig, -in, -ot, -op, -og, -ug, -un) final y as a vowel consonant digraphs in initial position (e.g., th, sh, ch, wh) vowel digraphs (e.g., oo, ee, ea, oa, aw, ai, ay) initial consonant blends (e.g., sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu) final consonant blends (e.g., nd, nk, nt, mp) initial consonant blends (e.g., thr, str, scr) double consonants (e.g., tt, pp, rr, gg, nn, ss, ll, ck) word endings (e.g., ple, ble, dle, tle, ng, tch) r-controlled vowel (e.g., ar, ir, ur, or) diphthongs (e.g., ou, ow, oi, oy) inflectional suffix (e.g., -s, -es, -ing, -ed) syllables (common patterns, e.g., vowel-consonant, consonant-vowel, consonant-vowel-consonant) 							

® The phonic elements listed are selected based on the frequency of occurrence in Primary 1 reading materials and according to the results obtained from Young's Diagnostic Decoding Inventory which was first administered to a sample of Primary 1 pupils in Singapore to find out the ease with which they grasped certain sounds. This study was conducted by Ng Seok Moi in 1984.

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READING COMPREHENSION AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR Develop reading and viewing skills, strategies, attitudes and behaviour... (continued)	LO1: Use reading readiness and word identification skills (continued)	<ul style="list-style-type: none"> ◦ silent letters, e.g., <ul style="list-style-type: none"> - e (e.g., cake, kite, home) - b (e.g., comb, plumb, thumb, climb, plumber, limb) - k (e.g., knock, knot, knit, knew, knee, knife) - gh (e.g., high, sigh, fight, might, right, flight) - w (e.g., wrap, wreck, wreath, wren, wrist, sword, write, wrote) - t (e.g., often, bristle, castle, bustle, fasten) - l (e.g., walk, chalk, half, talk, calf, calm) - g (e.g., gnaw, gnarl, gnat, gnash, gnome) 							
		Recognition of Words <ul style="list-style-type: none"> • Recognise and read words using a variety of cues, e.g., <ul style="list-style-type: none"> ◦ visual cues ◦ word configurations ◦ word endings • Recognise and read accurately: <ul style="list-style-type: none"> ◦ common, regular, one-syllable words ◦ multisyllabic real words (e.g., hippopotamus, Singapore) ◦ nonsense words (e.g., blappering, sumomoe) ◦ compound words (e.g., farmhouse, blackbird) • Identify and read common word endings, rhyming words, irregularly spelt words • Recognise and match contractions to words (e.g., couldn't – could not) • Read aloud year level-appropriate literary and informational/ functional short connected texts/ readers with accuracy, fluency, comprehension and appropriate expression, pacing, and intonation 							
	LO2: Process and comprehend age-/ year level-appropriate texts at literal and inferential levels	CLOSE READING AND VIEWING <ul style="list-style-type: none"> • Construct meaning from visual texts (e.g., pictures, diagrams, charts, icons, maps, graphs, tables) • Use prior knowledge (e.g., own experiences or familiar concepts) • Use contextual clues (e.g., visuals, titles, sub-headings, familiar vocabulary, and typographical and visual features) • Ask questions at different levels about the texts read or viewed • Make predictions based on, e.g., <ul style="list-style-type: none"> ◦ prior knowledge ◦ contextual clues (e.g., titles, headings, key words, pictures) • Note and recall main ideas and key details • Sequence details • Make inferences based on, e.g., <ul style="list-style-type: none"> ◦ prior knowledge ◦ visual clues ◦ contextual clues • Adjust reading rate to check for meaning (e.g., through reading aloud or re-reading) • Skim for the gist/ main idea • Scan for details • Distinguish between cause and effect 							

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	
READING COMPREHENSION AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR Develop reading and viewing skills, strategies, attitudes and behaviour... (continued)	LO2: Process and comprehend age-/ year level-appropriate texts at literal and inferential levels (continued)	<ul style="list-style-type: none"> • Compare and contrast: <ul style="list-style-type: none"> ◦ two or more ideas ◦ concepts ◦ topics in a text • Categorise and classify given details • Identify the purpose and audience of text read or viewed • Identify fact and opinion (e.g., based on beliefs, assumptions) • Analyse organisational patterns in a text: <ul style="list-style-type: none"> ◦ list/ sequence of ideas/ events ◦ comparison-contrast ◦ cause-effect ◦ problem-solution • Draw conclusions from: <ul style="list-style-type: none"> ◦ the gist/ main idea and key details ◦ prior knowledge ◦ contextual clues • Make simple generalisations (such as the moral of a story) by: <ul style="list-style-type: none"> ◦ identifying the gist/ main idea and key details ◦ identifying general patterns from more than one source • Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard) • Formulate questions to guide research • Gather information from a range of print and non-print sources • Select and use relevant information for defined information needs (from one or multiple sources) • Identify problem-solution in a text (e.g., by linking an issue to its problem source) • Identify and analyse techniques (e.g., colour, pictures, sound effects) used in written and visual texts to achieve a variety of purposes 							
	LO3: Apply critical reading and viewing by focusing on implied meaning, higher-order thinking, judgement and evaluation	CRITICAL READING, VIEWING AND APPRECIATION Personal Response <ul style="list-style-type: none"> • Respond to a text with, e.g., <ul style="list-style-type: none"> ◦ reasons ◦ simple judgement ◦ personal interpretations • Identify and present points of view in a text Connections <ul style="list-style-type: none"> • Make connections between a text and personal experiences/ real life • Relate a text to a similar/ contrastive work Elements of Style in a Variety of Texts <ul style="list-style-type: none"> • Demonstrate awareness of the organisational structure of texts (e.g., introduction, body, conclusion) and the organisational patterns in texts (e.g., cause-effect, problem-solution) • Demonstrate general awareness of how the writer's use of language varies according to the purpose and audience for the writing to achieve impact 							

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READING AND VIEWING			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	
<p>READING AND VIEWING OF DIFFERENT TYPES OF RICH TEXTS</p> <p>...and text type-specific comprehension skills and strategies,...</p>	<p>LO4: Apply close and critical reading and viewing to a variety of literary selections and informational/ functional texts, from print and non-print sources, for learning in the literary/ content areas and to understand how lexical and grammatical items are used in context</p>	READING AND VIEWING LITERARY TEXTS							
		Theme							
		<ul style="list-style-type: none"> Identify themes as big ideas in stories/ poems Compare familiar themes in stories/ text selections Provide evidence to support points stated Identify similar themes and apply this knowledge to interpret texts 							
		Text Response							
		<ul style="list-style-type: none"> Identify the beginning, middle and ending of stories Retell main event Retell sequence of events Recall details (e.g., who, what, when, where, why, how) Make and check predictions (e.g., based on contextual evidence) Identify simple elements of fiction (e.g., main characters and setting) Identify and study characters and their actions (e.g., identify character types and draw conclusions about them) Recognise and identify plot structure (e.g., initiating event, climax, resolution) Identify rhyme and rhythm, repetition, similes, and sensory images in poems Identify the speaker of a poem or story (e.g., first person, third person) Show awareness of how the writer's use of language (e.g., simile, metaphor, personification) varies according to the purpose and audience for the writing to achieve impact Identify different points of view in stories/ poems 							
		READING AND VIEWING INFORMATIONAL/ FUNCTIONAL TEXTS							
		Layout							
		<ul style="list-style-type: none"> Identify typographical and visual features (e.g., headings, illustrations, use of logo) Identify text features (e.g., titles/ headlines, main and sub-headings, captions/ labels for visuals) Recognise the organisational patterns in a text (e.g., sequence of events, cause-effect) 							
		Text Response							
		<ul style="list-style-type: none"> Make predictions about the content of a text using: <ul style="list-style-type: none"> prior knowledge typographical and visual features text features organisational patterns organisational structure (e.g., in a narrative, orientation-complication-climax-resolution) Explain whether predictions about the content of a text are acceptable or should be modified and why Identify the gist/ main idea and key details Show awareness of how the writer's use of language (e.g., choice of words, rhetorical question) varies according to the purpose and audience for the writing to achieve impact 							

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READING AND VIEWING			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	
<p>EXTENSIVE READING AND VIEWING</p> <p>...strengthened by exposure to wide reading and viewing.</p>	<p>LO5a:</p> <p>Read and view widely for pleasure, and to demonstrate independent reading and learning in the literary/ content areas</p>	READING AND VIEWING WIDELY							
		Types of Texts							
		<ul style="list-style-type: none"> • Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: # <ul style="list-style-type: none"> ◦ Poetry (e.g., rhymes, cinquains, haiku) ◦ Personal recounts (e.g., diary entries, biographies) ◦ Narratives (e.g., fables, historical fiction, pourquoi tales) ◦ Procedures (e.g., recipes, directions, instruction manuals) ◦ Information reports (e.g., project reports, fact sheets) ◦ Factual recounts (e.g., eye-witness accounts, news bulletins) ◦ Explanations (e.g., how something works) ◦ Expositions (e.g., reviews, arguments) 							
		Text Response							
		<ul style="list-style-type: none"> • Re-read and review the most enjoyable part of a book • Present a response by, e.g., retelling the story, rating the book, sharing opinions/reflections 							

Teachers will provide opportunities for pupils to access electronic books, where appropriate.

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READING AND VIEWING			SECONDARY					REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N		
<p>READING COMPREHENSION AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR</p> <p>Develop reading and viewing skills, strategies, attitudes and behaviour...</p>	<p>LO2: Process and comprehend age-/ year level-appropriate texts at literal and inferential levels</p>	<p>CLOSE READING AND VIEWING</p> <ul style="list-style-type: none"> • Use prior knowledge (e.g., knowledge of the topic, familiar concepts or socio-cultural knowledge) • Use contextual clues: <ul style="list-style-type: none"> ◦ topic sentences ◦ knowledge of vocabulary ◦ cohesive devices ◦ typographical and visual features ◦ text features • Make predictions based on, e.g., <ul style="list-style-type: none"> ◦ contextual clues (e.g., headings, key words) ◦ patterns and relationship of ideas (e.g., cause-effect, points of view) • Skim for the gist/ main idea • Scan for details • Sequence more complex details (in chronological or spatial order) • Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments) • Categorise and classify given details • Compare and contrast ideas • Analyse organisational patterns in a text: <ul style="list-style-type: none"> ◦ list/ sequence of ideas/ events ◦ comparison-contrast ◦ cause-effect ◦ problem-solution ◦ reasons/ assumptions-conclusion • Make inferences to draw conclusions from, e.g., <ul style="list-style-type: none"> ◦ contextual information ◦ writer's viewpoints ◦ implied information • Identify different points of view (e.g., first person, third person) • Interpret and integrate information from a variety of sources (e.g., maps, graphs, diagrams) • Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed • Formulate questions to guide research • Gather information independently from a range of print and non-print sources (e.g., using search engines, keywords, databases) • Select and evaluate relevant information from various sources for defined information needs • Paraphrase information or ideas (using own words or synonyms/ antonyms) • Summarise ideas (from one/ multiple paragraphs or an extract) • Identify the purpose and audience of texts read or viewed 							

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N	
READING COMPREHENSION AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR Develop reading and viewing skills, strategies, attitudes and behaviour... (continued)	LO2: Process and comprehend age-/ year level-appropriate texts at literal and inferential levels (continued)	<ul style="list-style-type: none"> Identify and analyse techniques (e.g., music/ sound, image/ visual effects) used in written and visual texts to achieve a variety of purposes Establish criteria for responding to written and visual texts Synthesise information using a variety of organisational patterns (e.g., comparison-contrast, problem-solution) 						
	LO3: Apply critical reading and viewing by focusing on implied meaning, higher-order thinking, judgement and evaluation	CRITICAL READING, VIEWING AND APPRECIATION Evaluative Response <ul style="list-style-type: none"> Read or view a text closely and offer interpretations of it Solve problems imaginatively and creatively by: <ul style="list-style-type: none"> posing critical questions based on what is read or viewed identifying causes and generating possible solutions choosing the best option Recognise writers' intentions (e.g., through their use of words, literary language) Make generalisations at a critical level from, e.g., <ul style="list-style-type: none"> connections within/ across texts (such as conflicting information on the same topic) transference of understanding to new contexts Provide and interpret evidence to support understanding Evaluate information, recommendation or line of thought (based on reasons, consequences, implications) for, e.g., <ul style="list-style-type: none"> credibility/ accuracy/ premise of ideas (such as in the use of propaganda, exaggeration and fallacy) sufficiency of information Connections <ul style="list-style-type: none"> Make connections between a text and other points of view/ ideas Abstract ideas/ themes from a text and apply to a new situation Compare different types of texts (e.g., literary vs expository, narrative vs factual recount) based on general or specific given criteria Compare written and visual texts Identify the meaning conveyed by the interplay of what is written and the visuals in a text Elements of Style in a Variety of Texts <ul style="list-style-type: none"> Demonstrate understanding of how a writer's style can impact the readers'/ viewers' interpretation of a text (e.g., in terms of its purpose, audience, context and culture) through, e.g., <ul style="list-style-type: none"> choice of words (e.g., use of emotive words in commercials or advertisements) writing techniques (e.g., use of quotes, cynicism, wit) use of literary language (e.g., ambiguity, antithesis) use of sentences (e.g., short or long, simple or complex) and paragraphs 						

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N		
<p>READING AND VIEWING OF DIFFERENT TYPES OF RICH TEXTS</p> <p>...and text type-specific comprehension skills and strategies,...</p>	<p>LO4: Apply close and critical reading and viewing to a variety of literary selections and informational/ functional texts, from print and non-print sources, for learning in the literary/ content areas and to understand how lexical and grammatical items are used in context</p>	<p>READING AND VIEWING LITERARY TEXTS®</p> <p>Reading/ viewing literary texts, namely prose, poetry and drama, in the English Language classroom, is not equivalent to the teaching of Literature in English as a subject which begins from Secondary 1 Express and Normal (Academic) and emphasises different aims, objectives and areas of study.</p> <p>The focus on literary texts in EL classrooms will expose pupils to :</p> <ul style="list-style-type: none"> the nuances of language and the play with words in texts. a wide array of styles and literary language they can reproduce in their own writing for different purposes, audiences, contexts and cultures. opportunities to apply higher-order thinking skills. 						<p>® Teachers will focus on prose and poetry, introduced from Primary 1, to consolidate and deepen pupils' language skills. Poetry could be read and analysed for exposure.</p> <p>Teachers will introduce selections from drama where appropriate.</p> <p>Teachers will expose weaker pupils to literary selections of prose, poetry and drama by (a) choosing more accessible and shorter selections and (b) focusing on the skills that need to be taught and reinforced in pupils.</p>	
		Theme							
		<ul style="list-style-type: none"> Identify similar themes in stories/ texts and apply this knowledge to interpret the texts Compare themes in stories/ texts 							
		Genres							
		<ul style="list-style-type: none"> Identify and compare specific characteristics among different genres of literature and link them to their purposes 							
		Text Response (including prose/ poetry/ drama)							
		<ul style="list-style-type: none"> Recognise plot structure (i.e., initiating events, complications, climax, resolution), where applicable Relate the setting (e.g., place, time) to the meaning, mood and tone of the text Identify the sequence of events (e.g., chronological, historical sequence to determine, for e.g., their influence on future actions) Make predictions (e.g., based on contextual evidence) Analyse how characterisation is achieved through, e.g., <ul style="list-style-type: none"> qualities/ traits (e.g., positive, negative) facial expression and body language impact (e.g., on other characters, plot development, final resolution) Provide and interpret evidence in the texts to support understanding Identify and analyse organisational structures, text features and language features in texts comprising a mixture of types and forms Interpret various points of view, e.g., <ul style="list-style-type: none"> writer's/ poet's characters' Identify the speaker of a poem/ story Show awareness of how the writer's use of language (e.g., simile, metaphor, personification, irony) varies according to the purpose and audience for the writing to achieve impact Appreciate the rhyme and rhythm, repetition, similes, and sensory images in poems Identify the common conventions in drama (e.g., soliloquy, aside, dramatic irony) 							

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N			
<p>READING AND VIEWING OF DIFFERENT TYPES OF RICH TEXTS</p> <p>...and text type-specific comprehension skills and strategies,...</p> <p>(continued)</p>	<p>LO4:</p> <p>Apply close and critical reading and viewing to a variety of literary selections and informational/ functional texts, from print and non-print sources, for learning in the literary/ content areas and to understand how lexical and grammatical items are used in context</p> <p>(continued)</p>	<p>READING AND VIEWING INFORMATIONAL/ FUNCTIONAL TEXTS</p> <p>Layout</p> <ul style="list-style-type: none"> Identify typographical and visual features (e.g., captions, font types/ sizes, text layout, illustrations) Identify text features (e.g., titles/ headlines, main and sub-headings, captions/ labels for visuals) Recognise the organisational patterns in a text (e.g., comparison-contrast, problem-solution) <p>Text Response</p> <ul style="list-style-type: none"> Make predictions about the content of a text using, e.g., <ul style="list-style-type: none"> prior knowledge typographical and visual features text features organisational patterns organisational structure (e.g., in an exposition, thesis statement – justification – restatement of thesis) Explain whether predictions about the content of a text are acceptable or should be modified and why Restate the gist/ main idea and key details Examine the arguments for or against an issue, including the quality of the arguments Identify and interpret the evidence in arguments, e.g., <ul style="list-style-type: none"> facts reasons appeal to an authority use of logic (e.g., to achieve unity and coherence in arguments) Recognise how the writer's use of persuasive language (e.g., choice of words to appeal to authority, novelty or emotions, rhetorical question) varies according to the purpose and audience for the writing to achieve impact 								
		<p>EXTENSIVE READING AND VIEWING</p> <p>...strengthened by exposure to wide reading and viewing.</p>	<p>LO5b:</p> <p>Sustain reading and viewing widely for pleasure, personal development and learning in the literary/ content areas</p>	<p>READING AND VIEWING WIDELY</p> <p>Types of Texts</p> <ul style="list-style-type: none"> Read and view, demonstrating the ability to discriminate among a variety of reading-age-appropriate and more thought-provoking books and texts of different genres, from print and non-print sources,[#] as an integral part of daily life, e.g., <ul style="list-style-type: none"> Poetry (e.g., narrative poems, limericks) Personal recounts (e.g., diary entries, biographies, memoirs) Narratives (e.g., science fiction, contemporary realistic fiction) Procedures (e.g., directions, instructional materials, experiments) Factual recounts (e.g., travelogues, news bulletins, notes of meeting) Information reports (e.g., project reports, news reports) Explanations (e.g., a phenomenon) Expositions (e.g., proposals, arguments) A mixture of types and forms (e.g., a personal recount in an exposition)* <p>Text Response</p> <ul style="list-style-type: none"> Re-read and review parts of a text/ book Present a critical response, e.g., <ul style="list-style-type: none"> put together a portfolio of response notes and quote extracts which reflect the social context of the writing present a critical commentary based on a set of criteria 						

* Teachers will provide opportunities for pupils to access electronic books, where appropriate.

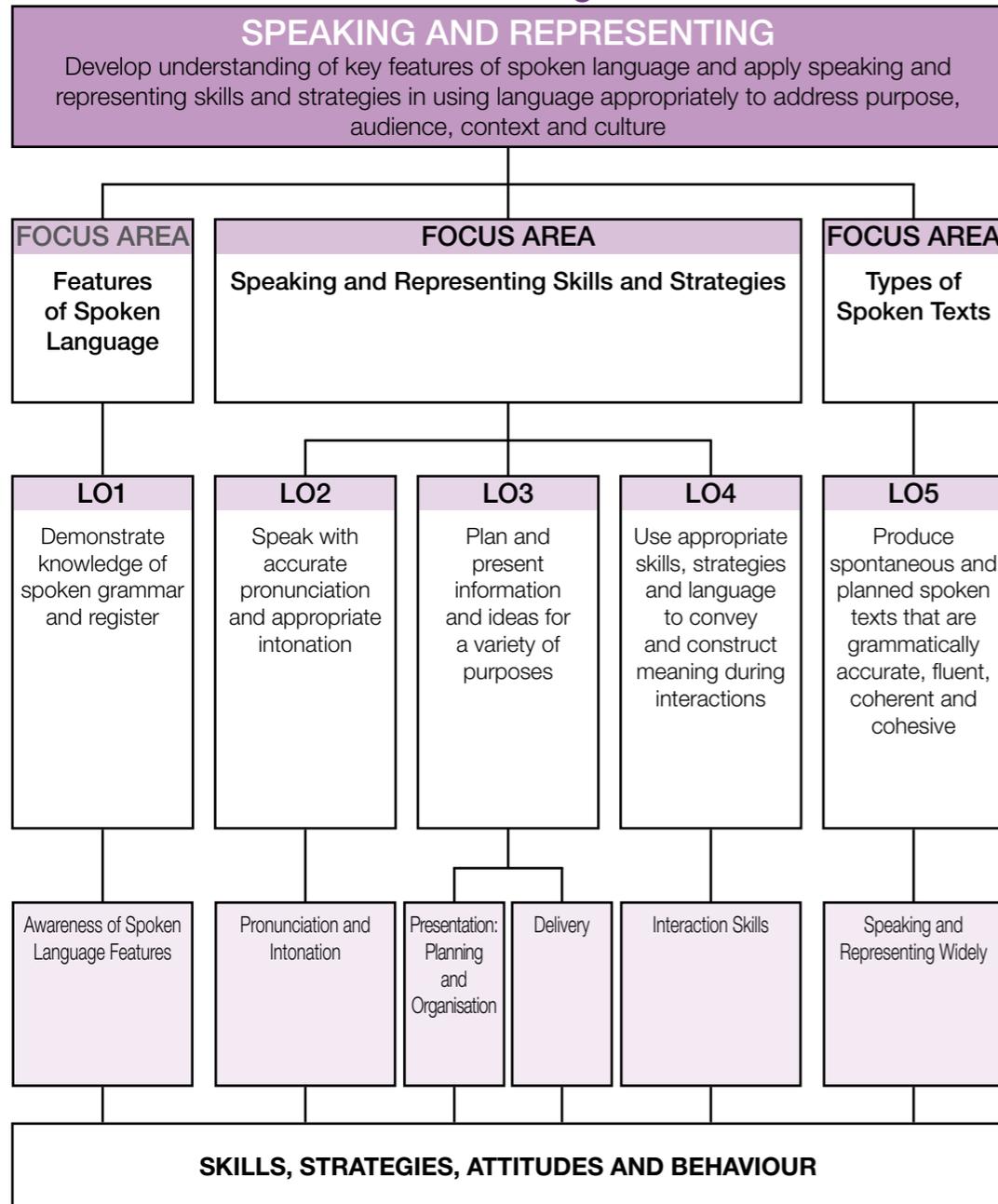
* Teachers will enable pupils to understand that real-world texts often have more than one function and comprise a mixture of types and forms.

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Speaking and Representing

What to Teach, When and Why

Overview Diagram



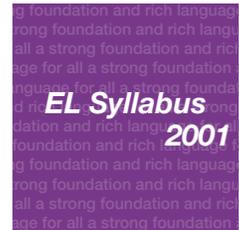
At each stage of language development, the ability to communicate effectively is paramount. The acquisition and development of oral communication skills (i.e., speaking and listening skills) are necessary for building a strong foundation in English at the start of language learning. Having the requisite speaking skills will enable pupils to convey and express their thoughts and opinions with accuracy, fluency, appropriateness and succinctness. In speaking and representing, pupils will develop their knowledge of language for coherent and effective communication.

To develop in pupils the skills, learner strategies, attitudes and behaviour for effective speaking and representing, teachers will:

- model the use of internationally acceptable English (Standard English) that is grammatical, fluent and appropriate for purpose, audience, context and culture.
- develop pupils' understanding of the key features of spoken language.
- teach pronunciation explicitly.
- plan learning activities to enable pupils to produce a variety of spoken texts of increasing complexity through exposure to models, direct instruction from teachers and regular practice.
- model and demonstrate how meaning in a presentation is conveyed effectively through variations in pace, volume, tone and stress patterns.
- guide pupils in generating ideas, planning and organising their presentations using a variety of skills and strategies, according to the purpose, audience, context and culture.
- demonstrate how the use of visual and audio resources, verbal and/ or non-verbal cues can add meaning to or enhance the impact of a presentation.
- provide opportunities for pupils to plan, organise and deliver appropriately their ideas in a variety of media and forms, such as through the use of posters and planned multimedia and spontaneous presentations.
- expose pupils to a variety of spoken texts (e.g., conversations, speeches).

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Building on the Past

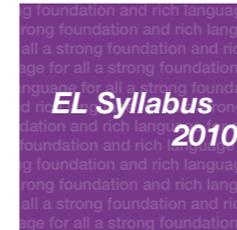


In developing the skills of speaking and representing, the *EL Syllabus 2010* builds on the strengths of the *EL Syllabus 2001* while defining the specific processes to be taught.

The *EL Syllabus 2001* advocated:

- That the development of speaking skills is as important as the development of reading and writing skills
- Providing opportunities for pupils to speak for various functional, academic and creative purposes
- Teaching pupils to observe social conventions and etiquette in oral communication, and to give appropriate verbal responses
- Building pupils' ability to speak and make presentations in internationally acceptable English (Standard English) that is appropriate for purpose, audience, context and culture

Moving Forward



The *EL Syllabus 2010* gives attention to the explicit teaching of speaking and representing skills, including pronunciation, planning for presentations, delivery and interaction skills, areas which are important in language teaching and learning. These skills are organised into three focus areas and are shown in the Speaking and Representing Chart.

The features of spoken language will be highlighted.

Teachers will provide pupils with guidance in identifying the features of spoken language and their purposes. This knowledge will enhance pupils' ability to speak appropriately according to purpose, audience, context and culture.

Speaking and Representing Skills and Strategies will

be emphasised. Teachers will teach pupils to speak clearly and fluently. They will also systematically teach pupils to draw essential information from a variety of sources, select the most appropriate presentation forms and enhancements, and structure their delivery for impact. Pupils will be taught how to be effective communicators: to be responsive when interacting with others, to actively and purposefully collaborate with others, and to contribute to meaning-making through offering constructive feedback and alternative viewpoints.

Exposure to a wide variety of spoken texts will start from

Primary 1. Teachers will provide pupils with models of spoken language which demonstrate the appropriate use of grammar and vocabulary. These will help pupils to effectively engage in conversations and produce speeches, narratives, explanations and procedures. As pupils progress through the levels, they will also be exposed to information reports, personal recounts and expositions. Through sustained exposure to good models of speech from teachers, pupils will be able to produce a variety of spoken texts.

Develop understanding of key features of spoken language and apply speaking and representing skills and strategies in using language appropriately to address purpose, audience, context and culture

FEATURES OF SPOKEN LANGUAGE

Awareness of Language Features

Speaking occurs in real time, and its social context determines the purpose of the spoken exchange and shapes its structure and features. In speaking, appropriateness of usage is highly dependent on the purpose, audience, context and culture.

Pupils use spoken English in both face-to-face exchanges (e.g., private conversations such as those among friends, and in more public, routine interactions such as classroom talk) and non-face-to-face exchanges (e.g., telephone conversations). To communicate effectively, they need to be aware of the features of spoken English that distinguish between it and the written form. Such an awareness will help them to understand what they are listening to and to respond appropriately.

To develop pupils' speaking and representing skills, teachers will draw attention to the following:

Lower Primary

- 'Orientational' features to direct the listener to the time and space of an exchange
- Contractions to facilitate ease of speech

Middle Primary – Secondary

- Formulaic expressions – to express, for example, greetings, farewell, thanks or apologies
- Ellipsis – to omit part of a structure in informal exchanges
- Discourse markers – to signpost the structure of an exchange
- Modal expressions – to express possibility, intention and necessity
- Register – to signal the formality and informality of spoken language, and the variety of language appropriate to purpose, audience, context and culture
- Appropriate use of voice qualities (i.e., pace, volume, tone and stress) to convey meaning

SPEAKING AND REPRESENTING SKILLS AND STRATEGIES

Pronunciation and Intonation

To communicate effectively with a wide range of audiences, pupils will first need to pronounce clearly and use appropriate voice qualities in order to convey meaning accurately. Pupils will also need to develop the ability to speak and make presentations in internationally acceptable English (Standard English) that is grammatical, fluent and appropriate for purpose, audience, context and culture.

All Levels

Teachers will guide pupils in articulating and pronouncing words clearly and accurately, as well as adopt appropriate tones when presenting and interacting with others. Teachers will model and demonstrate how variations in pace, volume, tone and stress enhance the meaning of an utterance and help in achieving specific communicative goals in various social settings (e.g., in offering greetings, seeking clarification, giving instructions).

Listening activities that require pupils to recognise phonological changes (e.g., in stress, tone) in context will be included to help pupils use them more accurately. Learning aids such as voice recorders and voice-recognition software can be used to give important feedback to pupils on the quality and accuracy of their pronunciation and intonation.

Primary

Teachers will help pupils to recognise words in print form and to pronounce them accurately. This can be achieved through exposure to models and practice in reading aloud.

Secondary

Teachers will encourage and guide pupils in the use of the International Phonetic Alphabet (IPA) as a tool that will enable them to independently check the accuracy of their pronunciation. As pupils learn to use the IPA, they can refer to dictionaries for how words are pronounced and stressed, and learn to correct their own pronunciation. Pupils need not be tested on their knowledge of the IPA.

Pupils need to plan their oral presentations systematically. In preparing their presentations, pupils can, for example, draw on prior knowledge, select information from various resources and decide on appropriate audio and visual enhancements. These will help the pupils deliver their intended message with impact.

All Levels

To facilitate pupils' development of planning and organisation skills for effective presentations and representations, teachers will guide pupils in identifying the purpose, audience, context and culture, and setting goals for speaking and/ or representing.

Middle Primary – Secondary

Teachers will help pupils understand that creating and refining texts is a process through which they select appropriate oral and/ or visual materials to convey the intended message effectively and with impact. When pupils plan their presentations, teachers will guide them in their research and selection of relevant information and direct them to useful print and non-print resources.

Teachers will advise pupils on the appropriate use of oral and/ or visual materials to best represent facts, ideas and points of view for different purposes and audiences. Teachers will demonstrate how the use of a range of technologies (e.g., word processor, presentation software) can enhance their presentations.

All Levels

To help pupils develop the confidence necessary for effective presentations, teachers will need to first focus on fluency and meaning to boost the pupils' confidence in using English. Pupils will learn to speak at an appropriate volume to suit different purposes, audiences, contexts and cultures, and to maintain appropriate posture and eye contact with the audience during presentations. Teachers will show pupils how to deliver fluent presentations confidently and effectively. They will also provide opportunities for pupils to make presentations to small groups first before progressing over time to do the same to larger audiences (e.g., to the whole class or at school assemblies). Pupils will learn how to deliver presentations using the appropriate register for formal and informal contexts. They will also be guided on how to maintain focus on the gist/ main idea in a presentation, and to monitor and adjust their presentations for effective delivery.

Teachers can make use of electronic/ digital devices to record pupils' performances in order to provide helpful feedback for pupils to sharpen their skills and gain confidence and fluency.

Teachers will develop pupils' metacognitive ability to monitor and adjust their own presentations to take into account the audience's response. Pupils will be given time to review and rehearse their scripts in pairs or groups. This will allow metacognitive processes such as conceptualisation, formulation and articulation¹ to become automatised, hence giving pupils more cognitive space to deal with other aspects of the presentation.²

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**Presentation:
Planning and
Organisation**

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Delivery

Secondary

In addition to the above, teachers will teach pupils how to identify and analyse the features of various spoken texts in order to produce the texts more accurately and effectively, addressing purpose, audience, context and culture.

Teachers will also guide pupils in the use of grammar and vocabulary in increasingly creative ways to produce both planned and spontaneous spoken texts.

To meet the diverse needs of pupils and to differentiate the difficulty level of speaking and representing tasks, teachers will provide the necessary support and scaffolding, and vary the performance criteria of the tasks.

When planning speaking and representing tasks, teachers need to decide on the difficulty level of the task like the length of time for the discussion/ presentation/ representation; the number of participants involved in the task (e.g., in pairs/ groups); pupils' familiarity with the topic; audience and situation (e.g., is it a speech, presentation, debate?); the vocabulary required; the speed of delivery; and pupils' background knowledge and maturity.

Teachers will vary the amount of scaffolding and peer support to be given to pupils by considering the time pupils require for the preparation; the extent of teacher modelling required; the level of language support needed in grammar and vocabulary; the type of pupil collaboration (i.e., pairwork/ groupwork); the extent of prior knowledge pupils need; the clarity of the task; and the need for the use of appropriate materials (e.g., audio and visual aids, props, realia) to enhance pupils' performance.

To cater to pupils with different needs and abilities, teachers need to modify the performance criteria for speaking and/ or representing tasks. They will take into account the contexts pupils are presented with and their formality/ informality, the audience type, the amount of time pupils are allowed to speak and/ or represent, the spontaneity/ preparedness expected of pupils, the acceptability of pupils' pronunciation, intonation, fluency, expressiveness, audibility, intelligibility, confidence, and their awareness of the task.

Differentiation

NOTES AND IN-TEXT REFERENCES

- ¹ Bygate, M., 1998, pp. 18, 20 – 42.
- ² Goh C., 2007.
- ³ Foster, P., 1996, pp. 126 – 135.

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In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLLIPS) and the Teaching Processes (ACoLADe).

SPEAKING AND REPRESENTING			PRIMARY						
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	REMARKS
SPEAKING AND REPRESENTING SKILLS AND STRATEGIES ...and apply speaking and representing skills and strategies in using language appropriately... (continued)	LO3: Plan and present information and ideas for a variety of purposes (continued)	<ul style="list-style-type: none"> • Draw on prior knowledge, including: <ul style="list-style-type: none"> ◦ roles of participants (e.g., know the roles of the facilitator, advisor, timekeeper, encourager in the group) ◦ subject matter (e.g., background knowledge on how a machine works) ◦ organisational structures (e.g., how an information report is structured) • Generate ideas and details appropriate to the purpose, audience, context and culture • Gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture • Select appropriate oral and/ or visual forms (e.g., skits, puppet plays, oral reports) to convey facts, ideas and points of view for different purposes and audiences • Support ideas and points of view by integrating selected visual and/ or audio resources, verbal and/ or non-verbal cues (e.g., gestures, facial expressions) to convey meaning appropriate to purpose and context • Use effective introductions and conclusions • Use discourse markers to signpost stages in a presentation (e.g., "For the next part", "For example", "In summary") • Identify the appropriate register for formal and informal contexts • Elaborate on/ substantiate points through the use of details, anecdotes, concrete examples, experiences and feelings • Enhance meaning through the use of literary language and a variety of vocabulary (e.g., similes, proverbs/ sayings and idiomatic phrases) 							
	LO4: Use appropriate skills, strategies and language to convey and construct meaning during interactions	DELIVERY <ul style="list-style-type: none"> • Speak at an appropriate volume to different audiences and according to context • Speak with confidence before different audiences (i.e., small group, class) • Maintain appropriate posture • Maintain eye contact with the audience • Use appropriate verbal and non-verbal cues to convey meaning • Maintain focus on the gist/ main idea in a presentation • Deliver with clarity and fluency • Use the appropriate register for formal and informal contexts • Emphasise key points to guide listeners in following important ideas • Self-monitor and self-adjust presentations for effective delivery 							
		INTERACTION SKILLS <ul style="list-style-type: none"> • Speak clearly, according to social norms and cultural values in different situations, to, e.g., <ul style="list-style-type: none"> ◦ introduce self/ others ◦ greet others ◦ make requests ◦ decline an offer ◦ express appreciation and gratitude ◦ express opinions, feelings and thoughts • Frame and ask questions for clarification, elaboration and understanding 							

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SPEAKING AND REPRESENTING			PRIMARY						REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6		
<p>SPEAKING AND REPRESENTING SKILLS AND STRATEGIES</p> <p>...and apply speaking and representing skills and strategies in using language appropriately...</p> <p>(continued)</p>	<p>LO4:</p> <p>Use appropriate skills, strategies and language to convey and construct meaning during interactions</p> <p>(continued)</p>	<ul style="list-style-type: none"> Respond to questions 								
		<ul style="list-style-type: none"> Present ideas, opinions, experiences and arguments with confidence, e.g., <ul style="list-style-type: none"> elaborate on topics (e.g., people, places and time) paraphrase information for verification, clarification or confirmation point out similarities and differences to explain different perspectives/ justify a position support opinions/ ideas with reasons explain cause and effect give details, anecdotes, concrete examples to illustrate a point restate main points to reinforce ideas or focus on objective(s) state generalisations by: <ul style="list-style-type: none"> pointing out observations about the gist/ main idea and key details identifying general patterns from more than one source summarise ideas 								
		<ul style="list-style-type: none"> Use cohesive devices to enable others to follow what is being said 								
		<ul style="list-style-type: none"> Respond with suggestions, feedback, alternative viewpoints respectfully and politely, e.g., <ul style="list-style-type: none"> provide positive verbal and non-verbal feedback give comments or interject only as appropriate agree/ disagree at appropriate times and politely offer simple evaluative comments (e.g., commenting on peer performance/ presentation) as appropriate 								
		<ul style="list-style-type: none"> Discuss collaboratively to achieve the objective of a task, e.g., <ul style="list-style-type: none"> generate ideas (e.g., brainstorming, listing) explore ideas based on evidence and points of view maintain focus on a topic (i.e., do not deviate from discussion topic) by: <ul style="list-style-type: none"> seeking agreement for discussion outcomes identifying the next step to move the discussion forward elicit suggestions, feedback, alternative viewpoints respectfully and politely 								
		<p>TYPES OF SPOKEN TEXTS</p> <p>...to address purpose, audience, context and culture.</p>	<p>LO5:</p> <p>Produce spontaneous and planned spoken texts that are grammatically accurate, fluent, coherent and cohesive</p>	<p>SPEAKING AND REPRESENTING WIDELY</p> <ul style="list-style-type: none"> Use language to produce spontaneous and planned spoken texts, and convey them in multimodal ways, where appropriate:# <ul style="list-style-type: none"> Conversations (e.g., make a request, explain, give information, carry out a self introduction, participate in a forum or a panel discussion) Poetry (e.g., rhymes, cinquains, haiku) Personal recounts (e.g., share oral anecdotes, elaborate on hobbies, aspirations, likes/ dislikes) Narratives (e.g., re-tell a story, describe an activity, event or a person) Procedures (e.g., give directions and instructions) Factual recounts (e.g., news reports, eye-witness accounts) Information reports (e.g., on a project) Explanations (e.g., explain how something works) Expositions (e.g., simple debates, reviews of a movie/ show/ book) 						

See the **Grammar and Vocabulary Charts** for the grammatical and vocabulary items specific to the various year levels and the types of texts created.

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SPEAKING AND REPRESENTING			SECONDARY					REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N	
FEATURES OF SPOKEN LANGUAGE Develop understanding of key features of spoken language...	LO1: Demonstrate knowledge of spoken grammar and register	AWARENESS OF SPOKEN LANGUAGE FEATURES						
		<ul style="list-style-type: none"> • Demonstrate awareness of the features of spoken language: <ul style="list-style-type: none"> ◦ discourse markers (e.g., "well", "in addition", "finally") ◦ modal expressions to convey tentativeness (e.g., "probably", "not too sure") • Demonstrate awareness of the differences between spoken and written forms of language: <ul style="list-style-type: none"> ◦ simplicity/ complexity of sentence structures ◦ register <ul style="list-style-type: none"> - informality/ formality - variety of language appropriate to purpose, audience, context and culture (e.g., the language of debates, football commentaries) ◦ use of more/ fewer first person references • Demonstrate awareness of how meaning is conveyed through the appropriate voice qualities, i.e., pace, volume, tone and stress (e.g., through reciting poems, and reading aloud expositions/ news reports) 						
		PRONUNCIATION AND INTONATION						
		<ul style="list-style-type: none"> • Pronounce clearly and accurately consonants, vowels, consonant clusters and vowel combinations* • Speak clearly and fluently using the appropriate voice qualities: <ul style="list-style-type: none"> ◦ pace ◦ volume ◦ tone ◦ stress <ul style="list-style-type: none"> - use appropriate word stress (e.g., comPUter, CAlendar) - use appropriate sentence stress (prominence) to convey meaning in context, e.g., A: Vincent won the tournament yesterday. (focus on subject) B: Vincent won the tournament yesterday. (focus on verb) • Read aloud clearly and fluently using the appropriate voice qualities to convey meaning and expression 						
SPEAKING AND REPRESENTING SKILLS AND STRATEGIES ...and apply speaking and representing skills and strategies in using language appropriately...	LO2: Speak with accurate pronunciation and appropriate intonation	PRESENTATION: PLANNING AND ORGANISATION						
		<ul style="list-style-type: none"> • Identify purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics: <ul style="list-style-type: none"> ◦ personal or familiar topics (e.g., about self, familiar persons and objects, and personal experiences) ◦ literary or informational topics of increasing complexity • Draw on prior knowledge and understanding, including: <ul style="list-style-type: none"> ◦ roles of participants (e.g., know the expectations of the team leader, facilitator, advisor, timekeeper, and members in the group, and anticipate responses/ questions) ◦ subject matter (e.g., knowledge on environmental issues) ◦ organisational structures (e.g., how an exposition is structured) • Generate ideas and details appropriate to the purpose, audience, context and culture • Gather, evaluate, select and synthesise facts and ideas from a variety of print and/or non-print sources, appropriate to the purpose, audience, context and culture 						
	LO3: Plan and present information and ideas for a variety of purposes	PRESENTATION: PLANNING AND ORGANISATION						
		<ul style="list-style-type: none"> • Identify purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics: <ul style="list-style-type: none"> ◦ personal or familiar topics (e.g., about self, familiar persons and objects, and personal experiences) ◦ literary or informational topics of increasing complexity • Draw on prior knowledge and understanding, including: <ul style="list-style-type: none"> ◦ roles of participants (e.g., know the expectations of the team leader, facilitator, advisor, timekeeper, and members in the group, and anticipate responses/ questions) ◦ subject matter (e.g., knowledge on environmental issues) ◦ organisational structures (e.g., how an exposition is structured) • Generate ideas and details appropriate to the purpose, audience, context and culture • Gather, evaluate, select and synthesise facts and ideas from a variety of print and/or non-print sources, appropriate to the purpose, audience, context and culture 						

* Pupils can be taught to use the **International Phonetic Alphabet (IPA)** to check the accuracy of, and self-correct, their pronunciation.

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N	REMARKS
SPEAKING AND REPRESENTING SKILLS AND STRATEGIES ...and apply speaking and representing skills and strategies in using language appropriately... (continued)	LO3: Plan and present information and ideas for a variety of purposes (continued)	<ul style="list-style-type: none"> Select appropriate oral and/or visual forms to convey information, ideas and points of view for different purposes and audiences (e.g., drama, music, newscast) Support ideas and points of view by integrating selected visual and/or audio resources, verbal and/or non-verbal cues (e.g., gestures, facial expressions) to convey meaning appropriate to purpose and context Use the appropriate register for formal and informal contexts Use effective introductions and conclusions Use discourse markers to signpost stages in a presentation (e.g., "For the next part", "For example", "In summary") Elaborate on/ substantiate points through the use of details, anecdotes, concrete examples, experiences and feelings Enhance meaning through the use of literary language and a variety of vocabulary (e.g., similes, metaphors, proverbs/ sayings and idiomatic phrases) 						
		DELIVERY <ul style="list-style-type: none"> Speak at an appropriate volume to different audiences and according to context Speak with confidence before different audiences (i.e., small group, class) Maintain appropriate posture Maintain eye contact with the audience Use appropriate verbal and non-verbal cues to convey meaning Maintain focus on the gist/ main idea in a presentation Deliver with clarity and fluency Use the appropriate register for formal and informal contexts Emphasise key points to guide listeners in following important ideas Monitor and adjust presentations for effective delivery 						
	LO4: Use appropriate skills, strategies and language to convey and construct meaning during interactions	INTERACTION SKILLS <ul style="list-style-type: none"> Speak clearly, according to social norms and cultural values in different situations, to, e.g., <ul style="list-style-type: none"> introduce self/ others greet others make requests decline an offer express appreciation and gratitude express opinions, feelings and thoughts Frame and ask questions for: <ul style="list-style-type: none"> clarification and understanding elaboration Respond to questions, e.g., <ul style="list-style-type: none"> give personal details provide data and/ or information offer personal opinion Present ideas, opinions, experiences and arguments with confidence, e.g., <ul style="list-style-type: none"> elaborate on topics (e.g., people, places and time) paraphrase information for verification, clarification or confirmation point out similarities and differences to explain different perspectives/ justify a position 						

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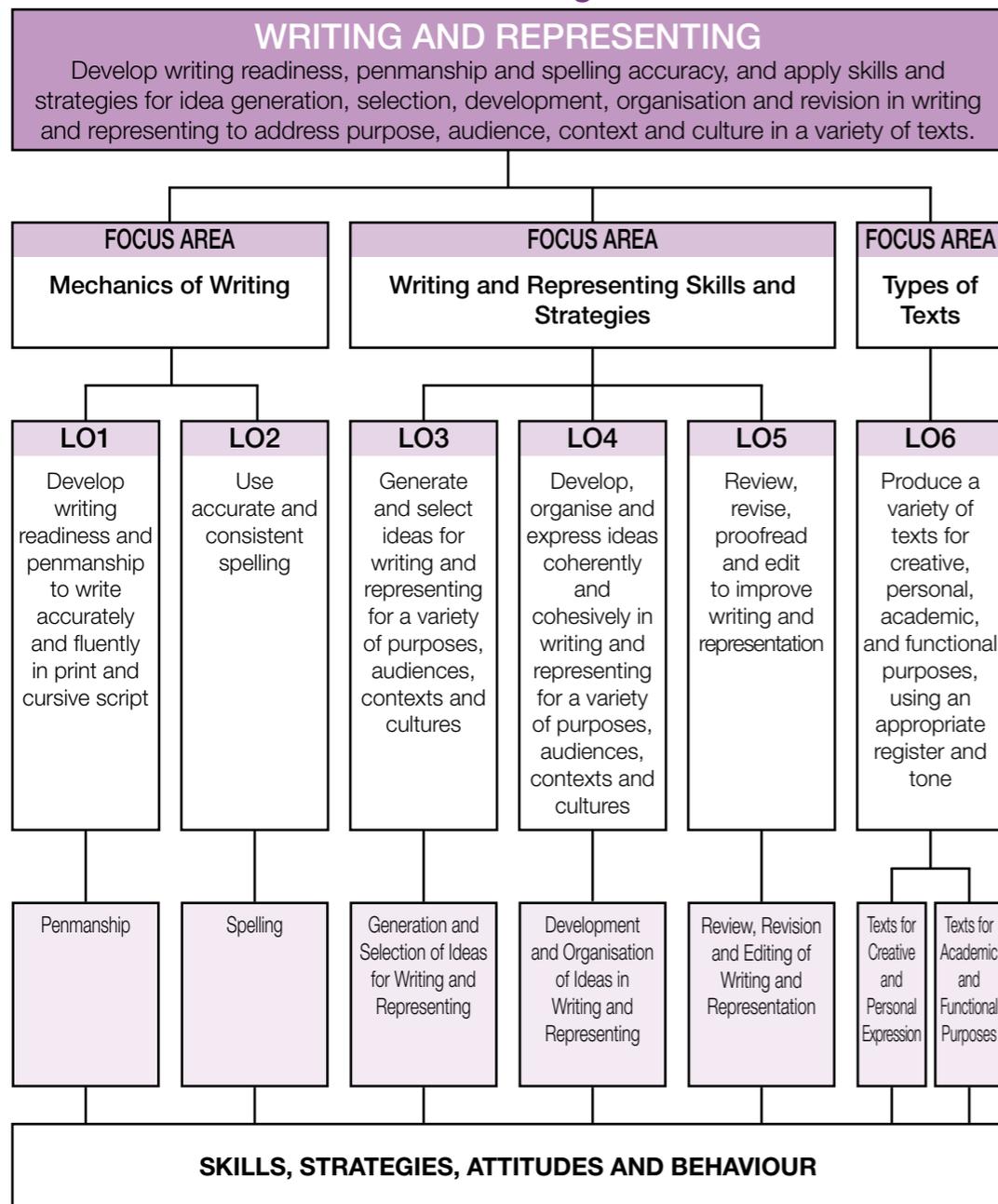
SPEAKING AND REPRESENTING			SECONDARY					REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N		
<p>SPEAKING AND REPRESENTING SKILLS AND STRATEGIES</p> <p>...and apply speaking and representing skills and strategies in using language appropriately...</p> <p>(continued)</p>	<p>LO4:</p> <p>Use appropriate skills, strategies and language to convey and construct meaning during interactions</p> <p>(continued)</p>	<ul style="list-style-type: none"> ◦ support opinions/ ideas with reasons ◦ explain cause and effect ◦ give details, anecdotes, concrete examples to illustrate a point ◦ restate main points to reinforce ideas or focus on objective(s) ◦ state generalisations by: <ul style="list-style-type: none"> - pointing out observations about the gist/ main idea and key details - identifying general patterns from more than one source ◦ summarise ideas ◦ make hypothetical statements 							
		<ul style="list-style-type: none"> • Use cohesive devices to enable others to follow what is being said • Respond with suggestions, feedback, alternative viewpoints, e.g., <ul style="list-style-type: none"> ◦ provide positive verbal and non-verbal feedback ◦ give comments or interject only as appropriate ◦ agree/ disagree at appropriate times and politely ◦ offer evaluative comments (e.g., commenting on peer performance/ presentation) as appropriate 							
		<ul style="list-style-type: none"> • Discuss collaboratively to achieve the objective of a task, e.g., <ul style="list-style-type: none"> ◦ generate ideas (e.g., brainstorming, listing) ◦ explore ideas based on evidence and points of view ◦ maintain focus on a topic (i.e., do not deviate from discussion topic) by: <ul style="list-style-type: none"> - seeking agreement for discussion outcomes - identifying the next step to move the discussion forward ◦ elicit suggestions, feedback, alternative viewpoints respectfully and politely ◦ summarise points of discussion (e.g., to consolidate ideas, to close the discussion) 							
		SPEAKING AND REPRESENTING WIDELY							
		<ul style="list-style-type: none"> • Use language to produce spontaneous and planned spoken texts, and convey them in multimodal ways, where appropriate: <ul style="list-style-type: none"> ◦ Conversations (e.g., make a request, explain, give information, carry out a self introduction, participate in a forum or a panel discussion) ◦ Poetry (e.g., rhyming couplets, free verse, ballads) ◦ Personal recounts (e.g., share oral anecdotes) ◦ Narratives (e.g., re-tell a story, describe an activity, event or a person, elaborate on hobbies, aspirations, likes/ dislikes) ◦ Procedures (e.g., give directions and instructions) ◦ Factual recounts (e.g., news reports, eye-witness accounts) ◦ Information reports (e.g., report on a project, school event, incident) ◦ Explanations (e.g., explain how something works) ◦ Expositions (e.g., debates, reviews of a movie/ show/ book, a persuasive talk to convince the audience) ◦ A mixture of types and forms (e.g., a personal recount in an exposition)[®] 							
		<p>TYPES OF SPOKEN TEXTS</p> <p>...to address purpose, audience, context and culture.</p>							
		<p>LO5:</p> <p>Produce spontaneous and planned spoken texts that are grammatically accurate, fluent, coherent and cohesive</p>							
		<p>* See the Grammar and Vocabulary Charts for the grammatical and vocabulary items specific to the various year levels and the types of texts created.</p>							
		<p>® Teachers will enable pupils to understand that real-world texts often have more than one function and comprise a mixture of types and forms.</p>							

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Writing and Representing

What to Teach, When and Why

Overview Diagram



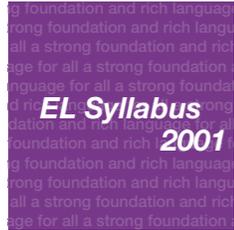
Learning to write and represent for a variety of creative, personal, academic and functional purposes will help pupils to express themselves, facilitate learning in school and communicate effectively with others.

To develop in pupils writing and representing skills, learner strategies, attitudes and behaviour, teachers will:

- develop pupils' psycho-motor and cognitive skills, their writing readiness and ability to form letters and words and their writing accuracy and fluency, by teaching the mechanics of writing (i.e., penmanship and spelling).
- scaffold and model the processes involved in idea generation, selection, development, organisation and revision, keeping in mind the purpose, audience, context and culture of writing and representing tasks (e.g., through joint-construction of texts, teacher thinking aloud). A representing task can involve pupils in creating a text which integrates visual elements (e.g., a recruitment poster for a club or society).
- encourage pupils to practise their writing and representing skills to create sustained texts, wherever opportunities arise in the curriculum.
- expose pupils to the use of language in a variety of print and non-print sources, and recognise that an inadequate knowledge of how language is used in different types of texts can affect pupils' writing development.
- develop pupils' critical thinking, imagination and enjoyment of writing and representing, by helping them observe and process the different ways in which language is used in a variety of print and non-print sources to convey meaning and affect readers' thoughts and feelings.
- help pupils grow creatively and gain expertise as writers by encouraging them to experience the process of producing a variety of written and multimodal texts for creative, personal, academic and functional purposes.
- conference with pupils individually or in small groups to guide the idea generation, selection, development, organisation and revision processes of writing and representing.
- encourage pupils, where appropriate, to use a range of technologies (e.g., word processor, presentation software) to create texts to represent their ideas and meet the demands of global communication.

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Building on the Past

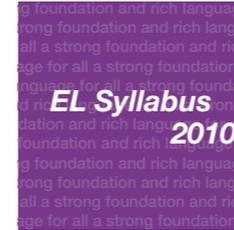


In developing the skills of writing and representing, the *EL Syllabus 2010* builds on the strengths of the *EL Syllabus 2001* while defining the specific processes to be taught.

The *EL Syllabus 2001* advocated:

- Teaching the mechanics of writing (i.e., penmanship and spelling) as the basis of learning to write
- Teaching the processes of planning, drafting and editing, with opportunities for joint construction with the teacher, and collaborative and independent writing using a range of technologies
- Developing pupils' ability to write effectively in internationally acceptable English (Standard English) that is grammatical, fluent and appropriate for purpose, audience, context and culture

Moving Forward



The *EL Syllabus 2010* emphasises the teaching of writing and representing as physical, cognitive,¹ linguistic and social² processes, which are important in language teaching and learning. These skills are organised into three focus areas and are shown in the Writing and Representing Chart.

The Mechanics of Writing will continue to be emphasised. Teachers will teach pupils the skills of penmanship and spelling.

The skills and strategies for writing and representing will be taught so that pupils can engage in the sustained creation of texts.³ They are delineated in the Writing and Representing Chart to guide teachers in teaching pupils the cognitive, linguistic and social processes involved in idea generation, selection, development, organisation and revision for creating different types of texts. Teachers will facilitate the learning of these skills by providing scaffolding for the creation of texts from Primary 1 to Secondary 4E/ 5NA (e.g., through joint-construction, thinking aloud and conferencing). There will also be greater attention to the use of language and vocabulary for achieving coherence and cohesion at text and paragraph levels.

Texts for creative and personal expression, and texts for academic and functional purposes will be taught, and attention will be given to the genre features of different types of texts. Emphasis will be placed on engaging pupils in a variety of creative writing and representing tasks (e.g., journal writing and creating stories, poems, book jackets and storyboards) so that they can explore and assume diverse roles as writers, experiment with the use of sound, imagery and language, and develop their voice in writing and representing.⁴ Poetry is highlighted as a type of text for exposure in the *EL Syllabus 2010* and pupils can create poems from Primary 1, to express their feelings, thoughts, creativity and individuality. There will also be emphasis on teaching writing for academic achievement in the school context and for communication with others for a variety of personal, professional and social purposes.

From Middle Primary, teachers will teach pupils the different types of texts explicitly and to analyse the effects of language use in texts,⁵ once pupils have developed enough self-awareness and have the metalanguage to identify and analyse language choices for creating different types of texts.

Develop writing readiness, penmanship and spelling accuracy, and apply skills and strategies for idea generation, selection, development, organisation and revision in writing and representing to address purpose, audience, context and culture in a variety of texts.

MECHANICS OF WRITING

Learning to write involves pupils in developing and acquiring skills for complex physical, cognitive, linguistic and social processes. Achieving accuracy and automaticity in the mechanics of writing (i.e., penmanship and spelling) are important first steps in learning to write, and gives pupils the cognitive space to pay more attention to other aspects of writing and representing,⁶ including the cognitive, linguistic and social processes of idea generation, selection, development, organisation and revision.

Penmanship

Lower Primary

Pupils' writing readiness can be affected by many factors, including their knowledge of the concepts of print and their ability to recognise and name the letters of the alphabet and to identify upper- and lower-case letters. As pupils become phonemically aware of the sounds of English, they can then match the sounds of the language to their corresponding letter names (i.e., demonstrate the alphabetic principle). Pupils' psycho-motor skills and hand-eye coordination are developed as they are taught to hold and write with a pencil, making the appropriate hand movements from left to write, and top to bottom of the page.

Preparation for the physical act of writing is important for young pupils. When pupils are encouraged to adopt the correct posture and hand grip, they will be able to reduce stress, fatigue and improve legibility when writing.⁷

Teaching pupils to write accurately, neatly, legibly and fluently in print script will help to reinforce and enhance pupils' recognition and knowledge of letters.⁸

Middle Primary – Upper Primary

Once pupils have acquired the ability to write competently with a pencil, teachers will help pupils learn to use other writing instruments (e.g., a pen) for which errors are not so easily erasable. Pupils will be taught how to join letters and to increase writing speed through the writing of cursive script as soon as they are able (i.e., when they have internalised the accurate movements involved in writing basic letters). If this is left too late, some pupils can be so used to writing in print script that they find it difficult to join letters fluently and automatically.⁹ The joining of letters in cursive script can also help pupils develop skills in the cognitive process of writing. For example, when pupils join letters in cursive script, they are better able to see the links between individual letters and how they are combined accurately to spell words.¹⁰

As handwriting style is personal and individual,¹¹ no particular style of handwriting is preferred in the *EL Syllabus 2010*. For neatness and legibility of writing, it remains important for pupils to practise consistency in their handwriting. For example, if pupils slope their letters, the letters should all lean in the same direction.¹²

Secondary

Pupils will master the skills of penmanship by Upper Primary so that they have the cognitive space to pay more attention to other aspects of writing and representing. Although penmanship is not a focus area at the Secondary level, teachers will revisit and reinforce, where appropriate, the skills for writing neatly and legibly when pupils create texts.

Proficient spellers are likely to use a wider range of vocabulary and are less repetitive, more effective and confident in their writing than the less proficient. It is important that pupils learn accurate spelling for writing fluency and speed as well as to strengthen word recognition and vocabulary development. The knowledge of accurate spelling will also help pupils to edit their writing more effectively.¹³

Spelling

To improve pupils' spelling accuracy, teachers will help pupils to apply spelling rules and conventions. Vowel errors have been cited as the leading cause of misspelled words, followed by inaccuracies to do with consonant errors, word derivatives and inflections.¹⁴ Knowing spelling rules and conventions will help pupils remember and apply regular spelling patterns (e.g., vowel-consonant patterns, word derivative and inflection patterns) to write accurately, and to achieve writing fluency and knowledge of vocabulary. Teachers will teach spelling in the context of general language study¹⁵ and meaningful written experiences, and show pupils the importance of accurate spelling in practical and social situations.¹⁶

Teachers will encourage reading and viewing widely a range of texts so that pupils become familiar with different spelling systems and their conventions.

Lower Primary

Younger pupils will learn to spell by using decoding strategies (e.g., segmenting/ blending) to make the links between sound patterns and corresponding words, and to generalise spelling regularities about letter and word patterns.¹⁷ Teachers will also help pupils learn to recognise and spell age-/ year level-appropriate words, including non-decodable words, function words and high-interest words.

Middle Primary – Secondary

From Middle Primary, teachers will guide pupils in the writing of multisyllabic words, using a range of learner strategies (e.g., use of word meaning). The emphasis at these levels will be to encourage greater pupil independence in learning to spell words. For example, pupils will learn to check spelling accuracy independently, by using print and/ or non-print resources (e.g., dictionary from the Middle Primary levels and resource books on spelling rules and conventions at the Secondary levels).

WRITING AND REPRESENTING SKILLS AND STRATEGIES

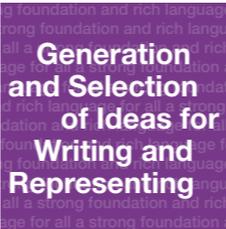
Teachers will develop pupils as writers to become increasingly reflective, purposeful and aware of the effect of their writing and representation on their audience. This aim can be achieved by impressing on pupils the importance of purpose, audience, context and culture in determining the language and text features of the kind of text to be written, as well as when planning, drafting and revising the texts.

The skills and learner strategies for writing and representing are:

- Generation and selection of ideas for writing and representing
- Development and organisation of ideas in writing and representing
- Review, revision and editing of writing and representation

Although the skills for writing and representing are organised in these three components, the skills in one component are not to be regarded as separate from the skills in the other two components. The application of these skills in the creation of a text is also not linear. Planning (i.e., idea generation, selection, development and organisation), reviewing and revision are recurrent processes throughout the act of creating texts.¹⁸

However, for the purpose of teaching, teachers will identify writing skills in one or more than one component so that, where appropriate, they can focus pupils' attention on learning these skills. Many pupils do not have enough exposure to different types of texts to acquire the thinking and context-awareness skills underlying the creation of target texts. Teachers will explicitly instruct the pupils in the application of these skills for creating different types of texts.



Generation and Selection of Ideas for Writing and Representing

Even as teachers focus on the explicit teaching of writing and representing skills, they should also recognise that pupils have different learning styles. Hence, teachers will:

- accommodate different thinking and learning styles, provided these do not interfere with the development of pupils' writing abilities (e.g., some pupils generate ideas while writing the text but others may prefer to map out their ideas first before starting to write).
- recognise and build on, where possible, the existing skills and knowledge of the pupils.

Teachers will teach pupils how to generate ideas appropriate to the writing and/ or representing tasks, using a range of learner strategies. These learner strategies include brainstorming, asking questions about the topic and context, studying ideas from models of good writing and using visual techniques (e.g., flow charts, storyboards, concept maps).

More importantly, teachers will guide pupils to learn how to select relevantly from the ideas generated so that the resulting text can fulfil its specific purpose and meet the reader's/ viewer's expectations. They will show pupils how to identify the reader's/ viewer's needs and expectations, set goals for the texts they are creating (e.g., to create a desired effect on the reader) and to consider the context of the writing and/ or representing task, so that they can use their goals and understanding of the context to guide them in selecting relevant content.

This deliberate selection of ideas will enable pupils to move from a mere retelling of ideas/ facts found in print and/ or non-print sources to more creative ways of using these ideas/ facts to develop their voice in writing and/ or representing.

Primary

At the Lower and Middle Primary levels, teachers will teach pupils to express and articulate the ideas they generate. This is important as pupils can have many ideas but some may not be able to express them effectively in English. Teachers will also focus pupils on gathering, generating and/ or selecting facts and ideas from a print or non-print source, before helping them to negotiate multiple sources.

Secondary

At the Secondary levels, teachers will teach pupils how to evaluate and synthesise selected facts and ideas from a variety of print and/ or non-print sources.

The skills involved in the development and organisation of ideas are divided into two types: text-level and paragraph-level.

Text-level development and organisation skills are thinking and context-awareness processes that a writer engages in when planning the text as a whole, making decisions about its overall key message and how that key message is to be conveyed to readers. These text-level decisions will then guide the writer's planning at the paragraph level, ensuring that the choice and organisation of ideas and language in each paragraph contributes to the coherence and cohesion of the text.¹⁹

The development and organisation of ideas are processes so intertwined that it is not possible to separate the teaching of the development and organisation skills in writing and representing.

When pupils have developed enough self-awareness to monitor their own thinking, teachers will help them understand that the development of ideas in creating texts refers to the decision-making involved in ordering and presenting selected ideas appropriate to the writer's purpose, the audience's needs, the context and culture.

With older pupils who are more self-aware, teachers will help them realise that the organisation of ideas does not just refer to selecting an organisational pattern for the text or paragraph (e.g., problem-solution, advantages-disadvantages). The organisation of ideas in writing and representing also refers to the process of ordering, foregrounding/ backgrounding²⁰ and prioritising ideas/ facts/ information in a text so that the writer's goal (e.g., to create and develop plot in a narrative, to persuade the reader to act in a letter of complaint) is achieved.

In addition to attaining the writer's goal, the organisation process also takes into consideration the organisational structure of the type of texts to be created (e.g., a brochure can begin with the reader's needs or an appealing description of the product promoted; a proposal can begin with the proposed plans to solve a given problem). It is also important for pupils to know the language and text features so as to write appropriately and generate the desired reader response. While emphasis is placed on the writing of different types of texts, it is equally important for teachers to engage pupils in freewriting at all levels, so as to enable pupils to express their feelings and thoughts spontaneously on self-selected topics.

Lower Primary

At Lower Primary, teachers will focus on teaching pupils to develop and organise ideas coherently and cohesively in sentences and then in a paragraph.

Middle Primary – Secondary

From Middle Primary to Secondary, pupils' knowledge of the world and their ability to reflect increases with maturity through teachers' regular modelling and explicit teaching of the writing skills. As a result, pupils will be able to create a greater variety of texts at more sophisticated levels and be more aware of the effects of their writing on readers. Pupils should increasingly be given writing and representing tasks that are more sophisticated in terms of the different and higher-order skills for idea generation, selection, development, organisation and revision, language use and context awareness.



From Middle Primary, teachers will also help pupils learn to support ideas by integrating selected visual and/ or audio resources to enhance the clarity of meaning expressed in their texts. Secondary pupils will learn and apply the skill at a higher level of sophistication so as to enhance not just the clarity but also the impact of their texts.

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**Review,
Revision and
Editing of
Writing and
Representation**

When teaching pupils the processes of reviewing, revising and editing texts, teachers will help pupils understand that the revision of drafts is not limited to locating and correcting grammatical features (e.g., grammar, spelling and punctuation errors) and ensuring language accuracy. In reviewing and revising texts, pupils are in fact engaged in examining whether initially selected ideas, facts, and details have been developed and organised so as to appropriately address the purpose, the needs of the audience and the context of the writing and representing task, such as creating a text which integrates visual elements, e.g., in a recruitment poster or a storyboard.

Teachers will also show pupils how to reflect on the choice and organisation of ideas, facts and details as well as the use of visual and/ or audio resources in their drafts, and instruct pupils to consider if the texts they have created are appropriate to the purpose, audience, context and culture of the writing and representing tasks. They will teach pupils to tap their knowledge of grammar and vocabulary for the reviewing and editing of language choices in writing. This guided review and revision of drafts can be carried out through conferencing with the teacher, teacher-directed peer feedback,²¹ or the use of a checklist.

Through their review and revision of drafts, pupils will be able to sharpen their skills in idea selection, development and organisation, as well as the quality of their written language, so as to produce finished texts that address the writer's purpose, the needs of the audience, and context and culture.

Teachers will provide opportunities for pupils to share, publish and/ or display²² their work (e.g., read aloud excerpts of short stories to peers, write in a class journal or online publication,

compile drafts or finished texts in a writing/ e-portfolio), so that they gain exposure and confidence in writing and representing. However, for many pupils, writing can be a personal activity, so some writing can be solely for personal expression or written only for the teacher and need not be shared publicly for feedback (e.g., diary or journal writing and the writing of stories or poems).

Lower Primary

At Lower Primary, pupils will revise and edit drafts together with the teacher, paying attention to language features (e.g., grammar, spelling and punctuation errors).

Middle Primary – Secondary

From Middle Primary, pupils will engage in the collaborative revision of texts with the teacher and/ or peers, even as they are given opportunities to revise their drafts independently. Pupils will also apply knowledge of metalanguage in the editing of texts from Middle Primary. At the Secondary levels, teachers will continue to guide pupils in the review and revision process to help them achieve greater relevance, focus, clarity as well as precise expression of meaning in their writing.

TYPES OF TEXTS

The different types of texts in the *EL Syllabus 2010* have been identified and selected for the following reasons:

- To provide opportunities for pupils to express their personal thoughts and feelings creatively through a variety of writing and representing tasks (e.g., creation of stories and poems)
- To develop pupils' writing and representing skills necessary for academic achievement in the school context, given that assessment in school requires pupils to write texts of varying lengths as responses to questions
- To prepare pupils for the various types of informational/ functional writing and representation of texts which they will undertake in the pursuit of personal, professional and social goals

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**Texts for
 Creative and
 Personal
 Expression**

Poetry (for exposure from Primary 1)

- The writing and representation of poems allow pupils to express their feelings and thoughts imaginatively and to experiment with language.

Personal Recounts (from Primary 1)

- The writing and representation of personal recounts allow pupils to retell and reflect on their experiences and past events. As personal recounts are one of the first types of texts created by younger pupils,²³ teachers can support them in learning to write these texts before attempting more sophisticated types of literary or informational/ functional writing.

Narratives (from Primary 1)

- The writing and representation of narratives allow pupils to narrate situations and express feelings and points of view about the world or fictional worlds through imaginative accounts.

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**Texts for
 Academic and
 Functional
 Purposes**

Lists (up to Primary 3)

- The writing and representation of lists allow pupils to list facts or information.

Procedures (up to Secondary 1E/ 2NA)

- The writing and representation of procedures allow pupils to record in sequential order the steps taken to do/ make something. Like personal recounts, procedures are one of the first types of texts created by children²⁴ and pupils are expected to attain mastery of this type of text by Secondary 1E/ 2NA.

Notes, Letters, Email (from Primary 1) and Notices (from Primary 5)

- The writing and representation of text forms such as notes, letters, email and notices require pupils to provide information, explain a situation, express points of view, and/ or justify their position on an issue/ situation or a proposed action so as to persuade their readers to accept the position/ proposed action.

Factual Recounts (from Primary 4)

- The writing and representation of factual recounts allow pupils to record the particulars of an incident and/ or explain how and why it happened.

Information Reports (from Primary 4)

- The writing and representation of information reports allow pupils to document and organise factual information.

Explanations (up to Secondary 2E/ 3NA)

- The writing and representation of explanations allow pupils to explain how or why something works or happens in a particular way, in the context of a phenomenon, process or system. Explanations are important for the creation of expositions (to be taught from Primary 5) and other informational/ functional texts (e.g., information reports).

Expositions (from Primary 5)

- The writing and representation of expositions allow pupils to present, explain and justify their point of view or position on an issue/ situation or a proposed action, so as to persuade the reader to accept the point of view/ position/ proposed action.

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- ⁴ Wandors, 2004, p. 113; Wise, 2004, p. 125; Dawson, 2003; Harper, 2006; Mills, 2006, pp. 1 and 7; Morrissey, 2008.
- ⁵ Exemplary texts can be deconstructed in class so as to explicitly teach the organisational structures or language conventions associated with specific texts. The same type of text can then be jointly or independently constructed by pupils, so as to give pupils practice in using the appropriate language conventions when creating different types of texts (Li, 2006, p. 8; Cope, Kalantzis, Kress & Martin, 1993).
- ⁶ Kinmont, 1990.
- ⁷ Sassoon, 1990, pp. 29, 34 – 37.
- ⁸ Graves, 1994, p. 171.
- ⁹ Sassoon, 1990, pp. 13, 76 – 79; Medwell, Wray, Minns, Griffiths & Coates, 2002, p. 65.
- ¹⁰ However, Sassoon cautions that the joining of letters as a spelling aid will probably be limited to words of four or five letters. Joining common letter sequences and common two- or three-letter words are useful practice when children are learning to join letters, although a balance is preferred (Sassoon, 1990, pp. 13 – 14).
- ¹¹ Sassoon, 1990, p. 4.
- ¹² Alston & Taylor, 1987, pp. 57 – 58.
- ¹³ Allred, 1984, p. 28.
- ¹⁴ Shemesh & Waller, 2000, p. 4.
- ¹⁵ The teaching of spelling should provide opportunities for pupils to explore the ways in which their knowledge of spoken language relates to writing and how to apply that knowledge to spelling (Allred, 1984, p. 10).
- ¹⁶ Allred, 1984, p. 27.
- ¹⁷ Goulandris, 1994, pp. 407 – 423.
- ¹⁸ Flower & Hayes, 1981.
- ¹⁹ When a text is coherent, the reader is able to see the logical relation between various ideas/ information, sentences and paragraphs (Chandrasegaran, 2001 (second edition)). Cohesion, on the other hand, operates at the surface level of a text and indicates a text's inherent connectedness. Cohesive devices are words and grammatical structures that link ideas in different clauses, sentences and paragraphs. The use of cohesive devices in itself does not necessarily result in coherence, especially if the connection between various ideas/ information in the writer's mind is not clear or established (Chandrasegaran & Schaetzel, 2004, pp. 146 and 156).
- ²⁰ To help readers locate the main message of a text, writers can “foreground” (or make prominent) key information and “background” less important information. For example, writers can do this by indicating to readers the main or supporting ideas in a sentence or paragraph. (Chandrasegaran & Schaetzel, 2004, p. 162).
- ²¹ Graves, 1983, pp. 110 – 111; Graves, 1994, pp. 225 – 239.
- ²² Graves, 1983, p. 54; Graves, 1994, pp. 131 – 146.
- ²³ Christie, 1998.
- ²⁴ Christie, 1998.

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This chart will be used by teachers to plan the scope and combination of SSAB to be taught at each year level, taking into account the needs and abilities of the pupils. The chart also helps teachers to decide on the areas for assessment in school.

In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLLIPS) and the Teaching Processes (ACoLADe).

WRITING AND REPRESENTING			PRIMARY						REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6		
MECHANICS OF WRITING Develop writing readiness, penmanship and spelling accuracy,...	LO1: Develop writing readiness and penmanship to write accurately and fluently in print and cursive script	PENMANSHIP								* See Component, Beginning Reading – Readiness for Reading , in the Reading and Viewing Chart for concepts of print. # See Component, Beginning Reading - Decoding through Phonics , in the Reading and Viewing Chart for the sounds and corresponding letter patterns.
		<ul style="list-style-type: none"> Develop writing readiness, e.g., <ul style="list-style-type: none"> recognise and name the letters of the alphabet match letters to their corresponding sounds (i.e., the alphabetic principle) identify upper- and lower-case letters know the concepts of print (e.g., directionality: left to right, top to bottom of the page)* 								
		<ul style="list-style-type: none"> Adopt appropriate writing posture and hand grip Position paper appropriately Position print on a line 								
		<ul style="list-style-type: none"> Write from left to right and top to bottom of the page Use regular and appropriate spacing between letters, words, sentences and/ or paragraphs 								
		<ul style="list-style-type: none"> Print lower- and upper-case letters neatly and legibly, with attention to consistent letter size and height, direction of strokes (e.g., dots, tails, crossbars, curves) and differences in letter orientation (e.g., 'd' and 'b') Use appropriate writing instruments (e.g., first, a pencil and then a pen) Write in cursive script to increase writing speed and fluency 								
		SPELLING#								
		<ul style="list-style-type: none"> Write accurately by applying spelling strategies, e.g., <ul style="list-style-type: none"> matching sound patterns to words (e.g., segmenting, blending) noticing visual patterns in words making analogies from familiar words (e.g., identifying word families) using word meaning (e.g., of root words, and how adding prefixes and suffixes to a word affects its meaning) 								
	<ul style="list-style-type: none"> Write accurately using knowledge of phonic elements, e.g., <ul style="list-style-type: none"> three- and four-letter short vowel words (e.g., consonant-vowel-consonant words, such as 'box', 'cat' and 'tick') short-vowel, long-vowel, r-controlled vowel and consonant-blend patterns (e.g., long-vowel in 'gold'; r-controlled vowel in 'part'; initial consonant-blend such as 'st' in 'stop') silent letters in words (e.g., -e in cake, kite and home) multisyllabic words 									
	<ul style="list-style-type: none"> Write accurately using word recognition and knowledge of grammar and vocabulary, e.g., <ul style="list-style-type: none"> age-/ year level-appropriate high-frequency words, including non-decodable words, function words and high-interest words frequently misspelled words (e.g., 'their', 'they're', 'there') multisyllabic words 									
	LO2: Use accurate and consistent spelling	(This row is merged with the previous one in the original image)								

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WRITING AND REPRESENTING			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	
MECHANICS OF WRITING Develop writing readiness, penmanship and spelling accuracy, ... (continued)	LO2: Use accurate and consistent spelling (continued)	<ul style="list-style-type: none"> • Check spelling accuracy, using print and non-print resources, by, e.g., <ul style="list-style-type: none"> ◦ applying dictionary skills (e.g., constructing and using alphabetical lists and alphabet books, looking up glossaries in informational/ functional texts) ◦ looking up words in a dictionary (e.g., an online dictionary or the spell-check function in a word processing software) • Apply spelling rules and conventions consistently, e.g., <ul style="list-style-type: none"> ◦ vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from -y to -ies when forming the plural) * ◦ word derivatives (e.g., changing the class of a word by adding a suffix or prefix) and inflection patterns (e.g., tense and plural markers) ◦ American-British spelling (e.g., 'color' – 'colour') 							
		<p>GENERATION AND SELECTION OF IDEAS FOR WRITING AND REPRESENTING⁺</p> <p>Although the skills for writing and representing are organised into three categories, the skills in one category are <i>not</i> to be regarded as separate from the skills in the other two categories. The application of these skills in the creation of a text is also <i>not</i> linear. Planning (i.e., idea generation, selection, development and organisation), reviewing and revision are recurrent processes throughout the act of writing.</p> <ul style="list-style-type: none"> • Plan by identifying the purpose, audience and context (which determine register and tone), and by setting goals for assigned/ self-selected writing and representing tasks or topics, e.g., <ul style="list-style-type: none"> ◦ personal or familiar topics (e.g., about self, familiar persons and objects, and personal experiences) ◦ literary or informational topics of increasing complexity • Stimulate imagination, generate and/ or gather ideas appropriate to the writing and representing tasks and topics, using learner strategies, e.g., <ul style="list-style-type: none"> ◦ illustrating, drawing and freewriting using visuals and realia as stimuli ◦ asking questions about the topic and context ◦ studying ideas in models of good writing (e.g., imitating language patterns in texts) ◦ brainstorming and describing personal feelings, past experiences/ events, points of view and ideas ◦ reflecting on past experiences/ events and ideas (e.g., through journaling) ◦ using visual techniques (e.g., timeline, flow chart, storyboard, concept map, table, diagram) ◦ taking notes • Gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the writer's purpose, needs of the audience, context and culture (e.g., at Lower Primary: generating and selecting ideas from a shared experience) 							
WRITING AND REPRESENTING SKILLS AND STRATEGIES ... and apply skills and strategies for idea generation, selection, development, organisation and revision in writing and representing...	LO3: Generate and select ideas for writing and representing for a variety of purposes, audiences, contexts and cultures								* See Component, Beginning Reading - Decoding through Phonics , in the Reading and Viewing Chart . * See the Grammar and Vocabulary Charts for the grammatical and vocabulary items specific to the various year levels and the types of texts to be created. See Focus Area, Types of Texts for the texts pupils should create at the respective levels. Teachers will provide opportunities for pupils to use word processors and other presentation software to create texts, where appropriate.

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WRITING AND REPRESENTING			PRIMARY						REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6		
<p>WRITING AND REPRESENTING SKILLS AND STRATEGIES</p> <p>... and apply skills and strategies for idea generation, selection, development, organisation and revision in writing and representing...</p> <p>(continued)</p>	<p>LO4: Develop, organise and express ideas coherently and cohesively in writing and representing for a variety of purposes, audiences, contexts and cultures</p>	DEVELOPMENT AND ORGANISATION OF IDEAS IN WRITING AND REPRESENTING								
		Text Level								
		<ul style="list-style-type: none"> Choose appropriate ways and modes of writing and representing ideas, depending on the purpose and the impact on the audience 								
		<ul style="list-style-type: none"> Organise facts, ideas and/ or points of view in a way appropriate to the mode of delivery, purpose and audience (e.g., using graphics for succinct presentation of information) 								
		<ul style="list-style-type: none"> Use text features (e.g., title/ headline, main headings and sub-headings, captions/ labels for visuals) appropriate to different types of texts and contexts 								
		<ul style="list-style-type: none"> Plan how to support the key message of a text with factual/ descriptive details and/ or examples appropriate to purpose, audience, context and culture 								
		<ul style="list-style-type: none"> Ensure coherence in a text by selecting organisational patterns appropriate to purpose, audience, context and culture, e.g., <ul style="list-style-type: none"> sequence in chronological order categorise and classify sequence in order of priority/ importance (e.g., steps in a process) cause and effect compare and contrast 								
		<ul style="list-style-type: none"> Develop the plot in a narrative (e.g., series of events building towards the complication and resolution) 								
		<ul style="list-style-type: none"> Support ideas and points of view in a text, by integrating selected visual and/ or audio resources that enhance the clarity of the intended meaning 								
		Paragraph Level								
		<ul style="list-style-type: none"> Express feelings and thoughts through freewriting on self-selected topics, using selected emotive/ sensory details 								
		<ul style="list-style-type: none"> Develop characterisation in a narrative using literary techniques (e.g., direct speech) 								
		<ul style="list-style-type: none"> Use key words, phrases or clauses to introduce the main idea in a paragraph 								
		<ul style="list-style-type: none"> Elaborate on, explain and/ or justify the main idea of a paragraph by providing relevant factual, descriptive, emotive or sensory details and/ or examples 								
		<ul style="list-style-type: none"> Use appropriate cohesive devices (e.g., connectors, pronouns, repetition of vocabulary or grammatical structures) to: <ul style="list-style-type: none"> indicate relations between paragraphs/ sentences, and between the main idea of a paragraph and the key message of a text express the function of a paragraph with reference to the text (e.g., to sequence when listing instructions, as in: 'Switch off the lights, then close the door.'; to reflect on how and why an incident happened when recounting it, as in: 'I thought it happened because...') 								

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WRITING AND REPRESENTING			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	
WRITING AND REPRESENTING SKILLS AND STRATEGIES ... and apply skills and strategies for idea generation, selection, development, organisation and revision in writing and representing... (continued)	LO4: Develop, organise and express ideas coherently and cohesively in writing and representing for a variety of purposes, audiences, contexts and cultures (continued)	<ul style="list-style-type: none"> Select and use language for effect to create/ recount, describe experiences/ events/ topics and/ or persuade the reader to accept the writer's point of view/ proposed action e.g., through appropriate and varied: <ul style="list-style-type: none"> sentence lengths and structures (e.g., simple, compound and complex sentences) vocabulary (e.g., words and phrases for providing information, verbs for describing actions, adjectives for describing persons in characterisation) sound devices (e.g., rhyme, alliteration) typographical and visual features (e.g., arrangement of text in a particular shape in poetry, letter/ word position, line length and font type, colour and size) literary language (e.g., similes, metaphors) 							
	LO5: Review, revise, proofread and edit to improve writing and representation	REVIEW, REVISION AND EDITING OF WRITING AND REPRESENTATION* The aim of review, revision and editing is to produce a finished text that addresses the writer's purpose, the needs of the audience, and context and culture. Pupils will apply knowledge of metalanguage in the editing of texts from Middle Primary. <ul style="list-style-type: none"> Review and revise drafts to enhance relevance, focus and clarity in expression of meaning (e.g., through self-reflection, teacher/ peer conferencing) by: <ul style="list-style-type: none"> identifying language and/ or content (e.g., facts, ideas, details and/ or points of view) inappropriate to audience, context and culture replacing, adding, deleting and/ or reordering: <ul style="list-style-type: none"> words, phrases and/ or sentences facts, ideas, descriptive/ emotive/ sensory details and/ or points of view visual and/ or audio resources changing the typographical and visual features of a text (e.g., letter/ word position, line length and font type, colour and size) improving the sequencing, progression and coherence of facts, ideas and/ or details Proofread and edit drafts (e.g., through self-reflection, referring to a word wall/ word bank/ dictionary, class-editing, peer-editing) by: # <ul style="list-style-type: none"> making simple corrections (e.g., spelling, punctuation and grammar errors) correcting language features (e.g., spelling, punctuation, grammar and expression errors) for grammatical accuracy and clarity of meaning improving the layout of a text for ease of reading, e.g., <ul style="list-style-type: none"> adjust spacing between words, sentences and/ or paragraphs add indentation where appropriate (e.g., at the beginning of a paragraph) add and/ or align bullets and numbering, headings, sub-headings in informational/ functional texts, where appropriate 							

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WRITING AND REPRESENTING			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	
TYPES OF TEXTS ... to address purpose, audience, context and culture in a variety of texts.	LO6: Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone	At Lower Primary, pupils create literary and informational/ functional texts, learning about the organisational structures and language features of these types of texts only incidentally and where appropriate. There will be an emphasis on the explicit teaching of the organisational structures and language features of texts <u>only from Middle Primary</u>.							* See Component, Language Features of Types of Texts (Primary) , in the Grammar and Vocabulary Charts for the grammatical and vocabulary items specific to the various year levels and the types of texts to be created. + At Lower Primary, pupils write simple rhymes.
		At all levels, the creation of texts, including multimodal texts, should be scaffolded according to pupils' needs and abilities. The different types of texts listed below are meant to help teachers identify texts pupils can create. They are <u>not</u> meant to be prescriptive or limiting. The examples of text forms listed against each type of text are <u>not</u> necessarily exclusive to the type of text.							
		Pupils will learn how to use appropriate organisational structures for different types of texts (e.g., in narratives, event/s building towards the complication and resolution).							
		No particular order is advocated for the teaching of these texts at any one year level. Pupils should be encouraged to express their personal thoughts and feelings creatively through writing and representing at all levels and to attempt more sophisticated literary and informational/ functional texts at the higher levels. At higher levels, writing and representing tasks become more sophisticated in terms of the different and higher-order skills for idea generation, selection, development, organisation and revision, language use and context awareness expected of pupils. Pupils should also engage in the sustained and authentic creation of texts, including multimodal texts where appropriate.							
		TEXTS FOR CREATIVE AND PERSONAL EXPRESSION*							
		Poetry							
		<i>e.g., rhymes, + acrostic poems and haiku</i>							
		<ul style="list-style-type: none"> • Express feelings and thoughts, and/ or experiment with sound, images and language by: <ul style="list-style-type: none"> ◦ <i>using sound devices and/ or typographical and visual features (e.g., positioning of letters to spell out the poem's subject, as in an acrostic poem)</i> ◦ <i>describing persons, objects, experiences or events with selected emotive/ sensory details and literary language</i> ◦ <i>using typographical and visual features (e.g., lines or stanzas)</i> 							
		Personal Recounts							
		<i>e.g., paragraphs or journal entries describing and reflecting on self, experiences or past events</i>							
<ul style="list-style-type: none"> • Retell experiences or past events by: <ul style="list-style-type: none"> ◦ <i>describing with selected factual/ sensory details the setting, experiences or series of events</i> ◦ <i>describing in the first person the writer's or character's feelings and thoughts</i> ◦ <i>reflecting in a commentary why the experiences/ events described are memorable or worth recounting</i> 									

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6			
<p>TYPES OF TEXTS</p> <p>... to address purpose, audience, context and culture in a variety of texts.</p> <p>(continued)</p>	<p>LO6:</p> <p>Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone</p> <p>(continued)</p>	<p>Narratives</p> <p>e.g., stories about characters in various situations</p> <ul style="list-style-type: none"> Narrate situations, express feelings and convey points of view about the world and/ or fictional worlds by: <ul style="list-style-type: none"> describing the setting and developing the plot (e.g., event/s building towards the complication and resolution) using first-person or third-person pronouns consistently using literary techniques for characterisation (e.g., direct speech) describing characters with elaboration to convey, e.g., <ul style="list-style-type: none"> feelings and thoughts physical appearance action (e.g., body movements) 									
		TEXTS FOR ACADEMIC AND FUNCTIONAL PURPOSES*									
		Lists									
		e.g., lists of 'things to do'									
		List facts or information by using appropriate text features (e.g., bullets/ numbering)									
		Procedures									
		e.g., rules of a game or sport, recipes, instructions on how to create an art or craft work									
		Record the steps taken to do or make something by:									
		<ul style="list-style-type: none"> writing the aim of the text listing the materials needed sequencing and/ or describing items to be carried out or conditions to be observed using appropriate text features (e.g., main and sub-headings, bullets/ numbering) 									
		Notes, Letters, Email (From Primary 1) and Notices (From Primary 5)									
		e.g., thank you notes, greeting or invitation cards letters or email to a pen-pal, parent or teacher notices to the class providing information on an event									
		Provide information, explain a situation and/ or express points of view by:									
		<ul style="list-style-type: none"> describing, elaborating on and/ or supporting/ explaining key points applying the appropriate format (e.g., salutation in letters/ email, signing off for notes/ letters) using appropriate text features (e.g., section headings in letters/ email, main and sub-headings, bullets/ numbering) 									
		Factual Recounts									
		e.g., news bulletins for the class or school eye-witness accounts of an incident to a teacher									
Record the particulars of an incident and/ or explain how and why it happened by:											
<ul style="list-style-type: none"> describing background information/ facts regarding the persons involved (e.g., location, date and time of events) to orientate the reader 											

* See Component, **Language Features of Types of Texts (Primary)**, in the **Grammar** and **Vocabulary Charts** for the grammatical and vocabulary items specific to the various year levels and the types of texts to be created.

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1	2	3	4	5	6	
<p>TYPES OF TEXTS</p> <p>... to address purpose, audience, context and culture in a variety of texts.</p> <p>(continued)</p>	<p>LO6: Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone</p> <p>(continued)</p>	<ul style="list-style-type: none"> describing, elaborating on and/ or supporting/ explaining key points and events reflecting in a commentary how and why the incident happened using appropriate text features (e.g., title or headline, bullets/ numbering) 							<p>See Component, Language Features of Types of Texts (Primary), in the Grammar and Vocabulary Charts for the grammatical and vocabulary items specific to the various year levels and the types of texts to be created.</p>
		<p>Information Reports</p> <p>e.g., reports for project work brochures for the public on various topics</p> <ul style="list-style-type: none"> Provide and explain information by: <ul style="list-style-type: none"> introducing the topic (e.g., presenting the definition or classification) in the opening describing, elaborating on and/ or supporting/ explaining key points restating key points in the conclusion using appropriate text features (e.g., main and sub-headings, bullets/ numbering) 							
		<p>Explanations</p> <p>e.g., explanations of how and/ or why an event occurs</p> <ul style="list-style-type: none"> Explain how or why something works or happens by: <ul style="list-style-type: none"> providing a definition/ statement of the phenomenon, process or system to be explained explaining the phenomenon, process or system using appropriate text features (e.g., bullets/ numbering, captions/ labels for visuals) 							
		<p>Expositions</p> <p>e.g., paragraphs on an online forum, persuading the class or school to do something reviews of books read or movies watched, explaining why these were interesting advertisements persuading the class or school to buy something</p> <ul style="list-style-type: none"> Present, explain and justify the writer's point of view/ proposed action, so as to persuade the reader to accept the point of view or action by: <ul style="list-style-type: none"> stating the writer's point of view/ proposed action in the opening to orientate the reader elaborating on/ explaining the writer's point of view/ proposed action with relevant examples/ evidence restating the writer's point of view/ proposed action and/ or key points in the conclusion using appropriate text features (e.g., title, bullets/ numbering) 							

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N	
MECHANICS OF WRITING Develop spelling accuracy...	LO2: Use accurate and consistent spelling	SPELLING Pupils are expected to master the skills for penmanship by Upper Primary so that they have the cognitive space to pay more attention to other aspects of writing and representing. Although penmanship is not a focus area at the Secondary level, teachers will revisit, where appropriate, the skills for writing neatly and legibly when pupils create texts.						
		<ul style="list-style-type: none"> • Write accurately, by applying spelling strategies, e.g., <ul style="list-style-type: none"> ◦ noticing sound and visual patterns in words ◦ making analogies from familiar words (e.g., identifying word families) ◦ using word meaning (e.g., of root words, and how adding prefixes and suffixes to a word affects its meaning) 						
		<ul style="list-style-type: none"> • Write accurately using word recognition and knowledge of grammar and vocabulary, e.g., <ul style="list-style-type: none"> ◦ frequently misspelled words ◦ multisyllabic words 						
		<ul style="list-style-type: none"> • Check spelling accuracy, using print and non-print resources (e.g., online dictionary, spell-check function in a word processing software, resource books on spelling rules and conventions) 						
		<ul style="list-style-type: none"> • Apply spelling rules and conventions consistently in writing, e.g., <ul style="list-style-type: none"> ◦ vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from -y to -ies when forming the plural) ◦ word derivatives and inflection patterns (e.g., roots, prefixes, suffixes) ◦ American-British spelling (e.g., 'judgment' – 'judgement') 						
WRITING AND REPRESENTING SKILLS AND STRATEGIES ...and apply skills, strategies and attitudes for idea generation, selection, development, organisation and revision in writing and representing...	LO3: Generate and select ideas for writing and representing for a variety of purposes, audiences, contexts and cultures	GENERATION AND SELECTION OF IDEAS FOR WRITING AND REPRESENTING® Although the skills for writing and representing are organised in three categories, the skills in one category are not to be regarded as separate from the skills in the other two categories. The application of these skills in the creation of a text is also not linear. Planning (i.e., idea generation, selection, development and organisation), reviewing and revision are recurrent processes throughout the act of writing and representing.						
		<ul style="list-style-type: none"> • Plan by identifying the purpose, audience and context (which determine register and tone), and by setting goals for assigned/ self-selected writing and representing tasks or topics (e.g., literary/ informational) 						
		<ul style="list-style-type: none"> • Stimulate imagination, generate and/ or gather ideas appropriate to the writing and representing tasks and topics, using learner strategies, e.g., <ul style="list-style-type: none"> ◦ illustrating, drawing and free writing using visuals and realia as stimuli ◦ asking questions about the topic and context ◦ studying ideas in models of good writing ◦ brainstorming and describing personal feelings, past experiences/ events, points of view and ideas ◦ reflecting on past experiences/ events, ideas and different points of view (e.g., through journaling) ◦ using visual techniques (e.g., timeline, flow chart, storyboard, concept map, table, diagram) ◦ taking notes 						
		<ul style="list-style-type: none"> • Gather, evaluate, select and synthesise facts and ideas from a variety of print and/ or non-print sources, appropriate to the writer's purpose, needs of the audience and context 						

® See Focus Area, **Types of Texts**, for the specific purposes and contexts of the texts pupils should create at the respective levels.

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N		
<p>WRITING AND REPRESENTING SKILLS AND STRATEGIES</p> <p>...and apply skills, strategies and attitudes for idea generation, selection, development, organisation and revision in writing and representing...</p> <p>(continued)</p>	<p>LO4: Develop, organise and express ideas coherently and cohesively in writing and representing for a variety of purposes, audiences, contexts and cultures</p>	<p>DEVELOPMENT AND ORGANISATION OF IDEAS IN WRITING AND REPRESENTING#</p> <p>Text Level</p> <ul style="list-style-type: none"> Organise facts, ideas and/ or points of view in a way appropriate to the mode of delivery, purpose and audience (e.g., using graphics for effective presentation of information) Plan how to support the key message of a text with factual/ descriptive details and/ or examples appropriate to purpose, audience, context and culture Use text features (e.g., title/ headline, main headings and sub-headings, captions/ labels for visuals) appropriate to different types of texts and contexts Ensure coherence in a text by: <ul style="list-style-type: none"> selecting organisational patterns appropriate to purpose, audience, context and culture: <ul style="list-style-type: none"> sequence in chronological order categorise and classify sequence in order of priority/ importance (e.g., steps in a process, placing the key message first in a proposal) cause and effect compare and contrast using language signals to help the reader follow the development of ideas and/ or line of argument (e.g., at the beginning of a paragraph: 'The reasons for this observation are...') Use support strategies (e.g., personal anecdotes, appeal to shared beliefs, expert opinions) to: <ul style="list-style-type: none"> support the writer's position/ proposed action so as to persuade the reader to accept the position/ proposed action in informational/ functional texts address the anticipated concerns of readers (e.g., questions, misunderstandings, expectations) regarding the writer's position or proposed action in informational/ functional texts address anticipated counterarguments, so as to maintain the writer's position or proposed action in informational/ functional texts, where appropriate Support ideas and points of view in a text, by integrating selected visual and/ or audio resources that enhance the clarity and impact of the intended meaning Develop the plot in a narrative using literary techniques (e.g., flashback, twist-in-the tale, withholding information for suspense) <p>Paragraph Level</p> <ul style="list-style-type: none"> Express feelings and thoughts through freewriting on self-selected topics, using emotive/ sensory details Use a topic sentence to introduce the main idea in a paragraph in informational/ functional texts, where appropriate Elaborate on, explain and/ or justify the main idea of a paragraph by providing relevant factual, descriptive, emotive or sensory details and/ or examples Restate the gist/ main idea in the concluding paragraph of informational/ functional texts, where appropriate Develop characterisation in a narrative using literary techniques (e.g., direct speech, interior monologue, behaviours reflecting personality) 							

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N		
<p>WRITING AND REPRESENTING SKILLS AND STRATEGIES</p> <p>...and apply skills, strategies and attitudes for idea generation, selection, development, organisation and revision in writing and representing...</p> <p>(continued)</p>	<p>LO4:</p> <p>Develop, organise and express ideas coherently and cohesively in writing and representing for a variety of purposes, audiences, contexts and cultures</p> <p>(continued)</p>	<ul style="list-style-type: none"> Use appropriate cohesive devices (e.g., connectors, pronouns, repetition of vocabulary or grammatical structures) to: <ul style="list-style-type: none"> indicate relations between different paragraphs/ sentences, and between the main idea of a paragraph and the key message of a text express the function of a paragraph with reference to the text (e.g., to forecast the topic and writer's intention in the current and subsequent paragraphs, as in: 'Most road accidents are caused by two factors: carelessness and... The first factor is... // The second factor...'; to rebut a counterargument to the writer's position/ proposed action, as in: 'While young people think..., most adults do not think so.') Select and use language for effect to create/ recount, describe experiences/ events/ topics and/ or persuade the reader to accept the writer's position/ proposed action, e.g., through appropriate and varied: <ul style="list-style-type: none"> sentence lengths and structures (e.g., simple, compound and complex sentences) sentence patterns (e.g., repetition of short sentences, parallel sentence structures) vocabulary (e.g., words and phrases for creating an explanation/ argument, verbs for describing actions, adjectives for describing persons in characterisation) literary language (e.g., similes, metaphors and imagery) sound devices (e.g., rhyme, alliteration) typographical and visual features (e.g., arrangement of text in a particular shape in poetry, letter/ word position, line length and font type, colour and size) 							
		<p>REVIEW, REVISION AND EDITING OF WRITING AND REPRESENTATION*</p> <p>The aim of review, revision and editing is to create a finished text that addresses the writer's purpose, the needs of the audience, and context and culture. Pupils will apply knowledge of metalanguage in the editing of texts.</p> <ul style="list-style-type: none"> Review and revise drafts to enhance relevance, focus, and clarity and to achieve precision in expression of meaning (e.g., through self-reflection, teacher/ peer conferencing) by: <ul style="list-style-type: none"> identifying language and/ or content (e.g., facts, ideas, details and/ or points of view) inappropriate to audience and context replacing, adding, deleting and/ or reordering: <ul style="list-style-type: none"> words, phrases and/ or sentences facts, ideas, descriptive/ emotive/ sensory details and/ or points of view visual and/ or audio resources changing the typographical and visual features of a text (e.g., letter/ word position, line length and font type, colour and size) improving the sequencing, progression and coherence of facts, ideas and/ or details within and/ or between paragraphs Proofread and edit drafts (e.g., through self-reflection, referring to a dictionary, class-editing, peer-editing) by: <ul style="list-style-type: none"> correcting language features (e.g., spelling, punctuation, grammar and expression errors) for grammatical accuracy and clarity of meaning improving the layout of a text for ease of reading, e.g., <ul style="list-style-type: none"> adjust spacing between words, sentences and/ or paragraphs add indentation where appropriate (e.g., at the beginning of a paragraph) add and/ or align bullets and numbering, headings, sub-headings in informational/ functional texts, where appropriate 							

* See the **Grammar and Vocabulary Charts** for the grammatical and vocabulary items specific to the various year levels and the types of texts to be created.

See **ICT Baseline Standards – Guide to Implementation (2008)**.

See Focus Area, **Types of Texts**, for organisational structure and layout specific to different types of texts.

Teachers will provide opportunities for pupils to use word processors and other presentation software to revise and edit texts, where appropriate.

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WRITING AND REPRESENTING			SECONDARY					REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N		
<p>TYPES OF TEXTS</p> <p>... to address purpose, audience, context and culture in a variety of texts.</p>	<p>LO6: Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone</p>	<p>At the Secondary levels, teachers will continue to explicitly teach the organisational structures and language features of texts.</p> <p>At all levels, the creation of texts, including multimodal texts, should be scaffolded according to pupils' needs and abilities. The different types of texts listed below are meant to help teachers identify texts pupils can create. They are <u>not</u> meant to be prescriptive or limiting. The examples of text forms listed against each type of text are <u>not</u> necessarily exclusive to the type of text.</p> <p>No particular order is advocated for the teaching of these texts at any one year level. Pupils should be encouraged to express their personal thoughts and feelings creatively through writing and representing at all levels and to attempt more sophisticated literary, informational/ functional texts at the higher levels. At higher levels, writing and representing tasks become more sophisticated in terms of the different and higher-order skills for idea generation, selection, development, organisation and revision, language use and context awareness expected of pupils. Pupils should also engage in the sustained and authentic creation of texts, including multimodal texts where appropriate.</p> <p>As real-world texts often have more than one function and comprise a mixture of types and forms, teachers will help pupils learn to understand and produce them.</p>						<p>+ See Component, Language Features of Types of Texts (Secondary), in the Grammar and Vocabulary Charts for the grammatical and vocabulary items specific to the various year levels and the types of texts to be created.</p>	
		TEXTS FOR CREATIVE AND PERSONAL EXPRESSION⁺							
		Poetry							
		<i>e.g., rhyming couplets, shape poems, free verse</i>							
		<ul style="list-style-type: none"> Express feelings and thoughts, and/ or experiment with sound, images and language by: <ul style="list-style-type: none"> <i>describing persons, objects, experiences or events with emotive/ sensory details and literary language,</i> <i>using sound devices and/or typographical and visual features (e.g., word position in a shape poem, lines, stanzas)</i> 							
		Personal Recounts							
		<i>e.g., journal entries describing and reflecting on self, experiences, past events or personal issues</i>							
		<ul style="list-style-type: none"> Retell experiences or past events by: <ul style="list-style-type: none"> describing with selected factual/ sensory details the setting, experiences or series of events describing in the first person the writer's or character's feelings and thoughts reflecting in a commentary why the experiences/ events described are memorable or worth recounting 							
		Narratives							
		<i>e.g., stories about characters in various situations</i>							
<ul style="list-style-type: none"> Narrate situations, express feelings and convey points of view about the world and/ or fictional worlds by: <ul style="list-style-type: none"> describing the setting and developing the plot (e.g., series of events building towards the complication and resolution) choosing and maintaining a point of view as narrator (e.g., first person, third person) 									

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Shading indicates where an SSAB will be formally introduced and taught. Subsequently, the SSAB must be revisited, reinforced and taught at increasing levels of difficulty, until pupils have mastery of it.

This chart will be used by teachers to plan the scope and combination of SSAB to be taught at each year level, taking into account the needs and abilities of the pupils. The chart also helps teachers to decide on the areas for assessment in school.

In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLLIPS) and the Teaching Processes (ACoLADe).

WRITING AND REPRESENTING			SECONDARY					REMARKS		
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	1N	1E/2N	2E/3N	3E/4N	4E/5N			
<p>TYPES OF TEXTS</p> <p>... to address purpose, audience, context and culture in a variety of texts.</p> <p>(continued)</p>	<p>LO6:</p> <p>Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone</p> <p>(continued)</p>	<ul style="list-style-type: none"> ◦ using literary techniques for characterisation (e.g., direct speech, interior monologue, behaviours reflecting personality) and to develop the plot (e.g., flashback, twist-in-the-tale, withholding information for suspense) ◦ describing characters with elaboration to convey, e.g., <ul style="list-style-type: none"> - feelings and thoughts - physical appearance - action (e.g., body movements, facial expressions and subtle gestures) - background and motivation 						<p>See Component, Language Features of Types of Texts (Secondary), in the Grammar and Vocabulary Charts for the grammatical and vocabulary items specific to the various year levels and the types of texts to be created.</p>		
		TEXTS FOR ACADEMIC AND FUNCTIONAL PURPOSES								
		Procedures								
		e.g., instructions or directions on how to get to destinations or how to act in emergencies								
		<ul style="list-style-type: none"> • Record the steps taken to do or make something by: <ul style="list-style-type: none"> ◦ writing the aim of the text ◦ listing the materials needed ◦ sequencing and/ or describing items to be carried out or conditions to be observed ◦ using appropriate text features (e.g., main heading, bullets/ numbering) 								
		Notes, Letters, Email And Notices								
		e.g., notices to the class or club members to provide updates on rules, schedules or programmes letters or email to a friend or parent letters or email to the news editor to make suggestions, compliments or complaints								
		<ul style="list-style-type: none"> • Provide information, explain an issue/ situation, and/ or express and justify a point of view/ proposed action, so as to persuade the reader to accept the point of view/ proposed action by: <ul style="list-style-type: none"> ◦ elaborating on/ explaining key points and/ or the writer's position with relevant examples/ evidence ◦ addressing anticipated counterarguments, so as to maintain the writer's position on an issue/ situation or proposed action, where appropriate ◦ applying the appropriate format (e.g., salutation in letters/ email, signing off in notes/ letters) ◦ using appropriate text features (e.g., section heading in letters/ email, main and sub-headings, bullets/ numbering) 								
		Factual Recounts								
		e.g., news articles for the class, school or community newsletter eye-witness accounts of an incident to the principal or police minutes of a committee meeting								
		<ul style="list-style-type: none"> • Record the particulars of an incident and/ or explain how and why it happened by: <ul style="list-style-type: none"> ◦ describing background information/ facts regarding the persons involved (e.g., location, date and time of events) to orientate the reader ◦ describing, elaborating on and/ or supporting/ explaining key points and events ◦ reflecting in a commentary how and why the incident happened ◦ using appropriate text features (e.g., title or headline, main and sub-headings, bullets/ numbering) 								

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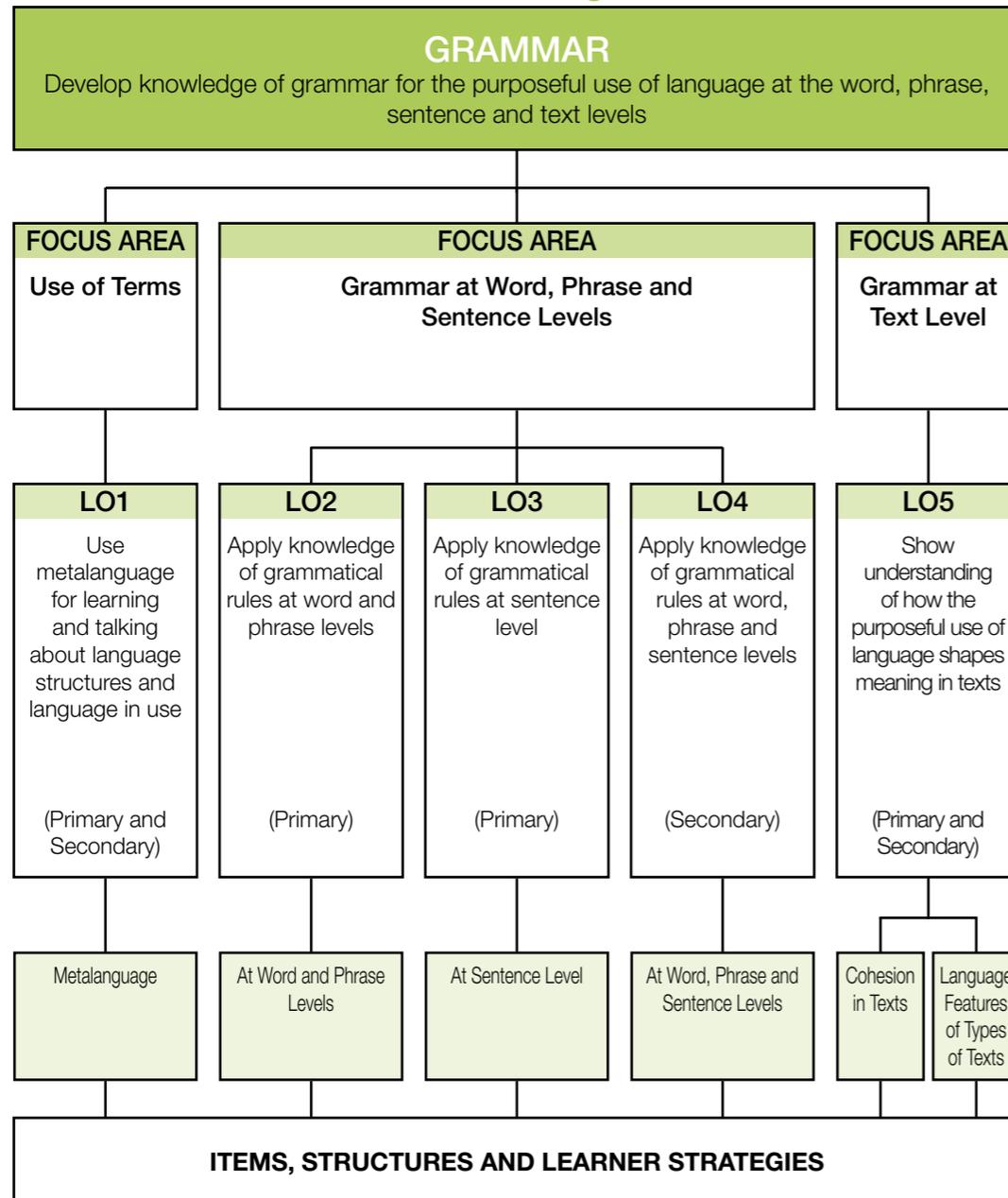
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<p>TYPES OF TEXTS</p> <p>... to address purpose, audience, context and culture in a variety of texts.</p> <p>(continued)</p>	<p>LO6: Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone</p> <p>(continued)</p>	<p>TEXTS FOR ACADEMIC AND FUNCTIONAL PURPOSES</p> <p>Information Reports</p> <p>e.g., reports for project work brochures or leaflets for the public on various topics news and feature articles on various topics</p> <ul style="list-style-type: none"> • Provide and explain information by: <ul style="list-style-type: none"> ◦ introducing the topic (e.g., presenting the definition, classification, shared knowledge or context) in the opening ◦ describing, elaborating on and/ or supporting/ explaining key points ◦ restating key points in the conclusion ◦ applying the appropriate format (e.g., by-line in news articles) ◦ using appropriate text features (e.g., main and sub-headings, bullets/ numbering) 						<p>See Component, Language Features of Types of Texts (Secondary), in the Grammar and Vocabulary Charts for the grammatical and vocabulary items specific to the various year levels and the types of texts to be created.</p>
		<p>Explanations</p> <p>e.g., explanations of how and/ or why an event/ situation occurs</p> <ul style="list-style-type: none"> • Explain how or why something works or happens by: <ul style="list-style-type: none"> ◦ providing a definition/ statement of the phenomenon, process or system to be explained ◦ explaining the phenomenon, process or system ◦ using appropriate text features (e.g., main and sub-headings, captions/ labels for visuals) 						
		<p>Expositions</p> <p>e.g., proposals to a teacher or the principal justifying a planned action expository essays persuading readers to accept the writer's position on an issue commentaries communicating the writer's point of view on a situation/ place/ person</p> <ul style="list-style-type: none"> • Present, explain and justify the writer's position on an issue/ situation or proposed action, so as to persuade the reader to accept the position/ proposed action by: <ul style="list-style-type: none"> ◦ stating the writer's position/ proposed action in the opening to orientate the reader ◦ supporting the writer's position with relevant examples/ evidence ◦ addressing anticipated counterarguments, so as to maintain the writer's position/ proposed action, where appropriate ◦ restating the writer's position/ proposed action and/ or key points in the conclusion ◦ using appropriate text features (e.g., title or headline, main and sub-headings, bullets/ numbering) 						

Grammar

What to Teach, When and Why

Overview Diagram



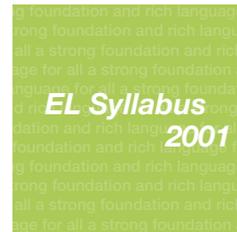
A strong foundation in the grammar of English and its use will enable pupils to use the language accurately, fluently, and appropriately for different purposes, audiences, contexts and cultures.

To develop pupils' knowledge of and proficiency in grammar, teachers will:

- need to be proficient in their own knowledge of grammatical rules.
- teach pupils the appropriate metalanguage for learning and talking about language structures and language in use.
- combine explicit and systematic teaching of grammatical items and structures with contextualised instruction. Authentic materials from a variety of print and non-print sources will be used in a balanced and integrated way that is responsive to pupils' needs and abilities.
- plan focused grammar lessons which place special attention on the explicit teaching and learning of specific grammatical items and structures that are incorrectly used.
- provide opportunities for pupils to apply their knowledge of grammar to the other areas of language learning, i.e., listening, reading, viewing, speaking, writing and representing.
- systematically and explicitly revisit and reinforce the grammatical items and structures of English that pupils learned previously at Lower and Middle Primary. This will help pupils consolidate their knowledge about grammatical rules, and their ability to combine words to form phrases, clauses, sentences, paragraphs and texts.
- show pupils how language works in a wide variety of texts so that pupils understand that the appropriate choice of grammatical items and structures contributes to effective communication for different purposes, audiences, contexts and cultures.
- monitor pupils' understanding and use of grammar during practice.

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Building on the Past

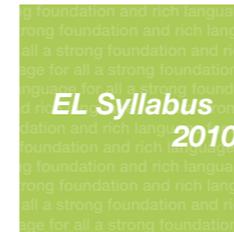


In developing pupils' knowledge of grammar, the *EL Syllabus 2010* builds on the strengths of the *EL Syllabus 2001* while defining specific grammatical items, structures and learner strategies to be taught at the word, phrase, sentence and text levels.

The *EL Syllabus 2001* advocated:

- Exposing pupils to and making them aware of the structural patterns in the language in the early years of language learning before teaching them how the rules in English grammar operate
- The explicit teaching of grammar in meaningful contexts so that pupils know how to use grammatical items and structures to communicate meaningfully
- A spiral, progressive approach to teaching grammar, i.e., grammatical items and structures are introduced at simpler levels and then revisited and reinforced at more sophisticated levels
- Teaching pupils to understand how the English language works at the text, sentence, clause and word levels

Moving Forward



The *EL Syllabus 2010* will continue to reinforce the need for pupils to attain a strong proficiency in English through a firm grounding in grammar. The grammatical items, structures and learner strategies are organised into three focus areas which are shown in the Grammar Chart.

The role of grammar in the development of language skills and the use of metalanguage to talk about how language works are emphasised. Knowledge of grammar will support the development of language skills, specifically in improving reading skills and for producing different types of spoken and written texts for creative, personal, academic and functional purposes.

At the Lower Primary, the focus is on developing pupils' language skills and knowledge about language by immersing them in a print-rich language environment. Teachers can begin the explicit teaching of metalanguage in meaningful contexts at Lower Primary, based on the needs and abilities of their pupils.

Language is hierarchical, so the teaching of grammar is organised according to the word, phrase, sentence and text levels. Teachers will help pupils learn how words can be combined to become meaningful phrases, clauses and sentences before they move on to learn how grammar works at the text level.

Grammar will assist the development of rich language at the text level. Acquiring knowledge of cohesive devices and the ability to use them appropriately will help pupils create well-connected texts with cohesion. Teachers will guide pupils in applying such knowledge in the reading and viewing of texts to recognise the meanings intended by the writer. Grammar at the text level will be progressively introduced over the year levels.

Develop knowledge of grammar for the purposeful use of language at the word, phrase, sentence and text levels.

USE OF TERMS

Metalanguage

Pupils will be able to talk about language and language use more effectively if they have learned the metalanguage and can use it meaningfully and purposefully to reinforce their knowledge about language.¹

Lower Primary

At these levels, the focus is on building a strong foundation for pupils' use of English by providing them with many opportunities to learn English through the experience and enjoyment of language. Oral communication (listening and speaking) and learning to read and view are the most important skills teachers will develop in pupils at the start of formal schooling. Teachers will make pupils aware of the patterns in the structure of English and how they are used. In the course of their teaching, teachers can introduce pupils to the equivalent of grammatical terms, such as 'naming word' for 'noun' or 'pointing word' for 'demonstrative'. Depending on pupils' needs and abilities, teachers can begin the explicit teaching of metalanguage in meaningful contexts.

Middle Primary – Secondary

At these levels, teachers will continue with the explicit teaching of metalanguage in meaningful contexts so that pupils learn to use English accurately, appropriately and effectively.

GRAMMAR AT WORD, PHRASE AND SENTENCE LEVELS

At Word, Phrase and Sentence Levels (Primary)

The items in the Grammar Chart are arranged in an order that agrees with the accepted view that the structure of language is hierarchical and that smaller units such as morphemes and words combine to form phrases, clauses, sentences and, eventually, texts.

The ordering of grammatical items is intended to facilitate teaching; it does not indicate learning difficulty² because language learning does not always occur in a 'simple additive manner'.³

Lower Primary

Starting from Primary 1, teachers will balance the explicit and systematic teaching of grammar with contextualised instruction. A whole-part-whole approach to teaching grammar will be adopted. This means that teachers will begin grammar instruction by exposing pupils to naturalistic and authentic samples of texts in the course of listening, reading and viewing. Then teachers will direct pupils' attention to specific grammatical item/s found in the text/s and discuss the rules as well as context/s in which the item/s are used. For example, pupils will learn to distinguish between word classes (e.g., nouns and verbs) and the types of words within a word class (e.g., common nouns and proper nouns) found in a Big Book story that they read with the teacher.

Finally, teachers will provide pupils with opportunities to apply their learning of these grammatical rules and to practise the use of the grammatical item/s in a particular context (e.g., in a simple role play). In so doing, teachers will provide meaningful contexts for how grammatical items are used. It is important and necessary to expose pupils to many types of literary and informational/functional texts and models of language use which they can reproduce in speaking, writing and the representation of texts. They will also do simple editing of their writing and representation for meaning and clarity.

Middle – Upper Primary

As pupils progress from Middle to Upper Primary, teachers will teach, revisit and reinforce the grammatical items, structures and rules. They will also teach pupils to manipulate and expand grammatical structures (e.g., expand words into phrases, join sentences, vary the way sentences are written) at increasing levels of complexity to bring about greater variety and sophistication in pupils' sentence structures. This will aid their mastery and command of the language. The whole-part-whole approach to teaching grammar will continue to be employed at these levels.

From Middle Primary, pupils' knowledge of grammar will complement the production of texts for creative, personal, academic and functional purposes. Pupils' familiarity with the metalanguage is important when they identify and explain their choices of grammatical items as well as identify and correct common and developmental errors (such as the over-generalisation of grammatical rules) during the review, revision and editing of their writing and representation of texts.

Teachers will need to be sensitive to their pupils' response when giving feedback. Excessive editing and corrective feedback on errors may result in a negative effect on language learning behaviour. On the other hand, during speaking and representing activities, teachers will help pupils notice errors when they occur by communicating the errors to them. Such corrections need to be done sensitively to encourage pupils to self-monitor and self-correct during oral presentations.

Secondary

Teachers will continue to teach and reinforce grammatical structures, items and rules, paying special attention to low progress learners and making every effort to address recurring errors made by pupils during the writing and representation of texts. Teachers will help pupils consolidate their understanding of how these items and structures work as they review, revise and edit their work. By the Secondary levels, pupils will develop greater awareness and control in their use of language to discover and articulate many of the more complex relationships in the workings of the language.⁴

At Word, Phrase and Sentence Levels (Secondary)

GRAMMAR AT TEXT LEVEL

Cohesive devices are words and grammatical structures that link ideas across different clauses, sentences and paragraphs to bring about cohesion within texts.⁵ When cohesive devices are used skilfully, pupils will be able to achieve greater coherence in the texts they produce.

Cohesion in Texts (Primary and Secondary)

Primary

Teachers will highlight to pupils how cohesive devices like substitution, ellipsis and reference help to unify ideas within texts. This knowledge will enable pupils to organise and show logical progression and connectedness in their written and oral presentations.

Secondary

Teachers will reinforce pupils' ability to use cohesive devices to create a rich variety of sentences and texts. Since cohesive devices play an important role in meaning making, refining pupils' understanding of how the devices work will help them in their reading comprehension as well as in creating consistently cohesive texts which demonstrate variety in the use of language.

Middle Primary – Secondary

Teachers will show pupils how language features in texts shape meaning according to a particular purpose, audience, context and culture. Pupils will identify the salient language features in the various types of texts and apply their understanding to enhance comprehension and to speak, write and represent effectively. Their receptive skills of listening, reading and viewing will deepen as they recognise how meaning is made through the way words and structures are connected at the text level to create meaning and achieve impact.

For high progress learners who may not require extensive scaffolding in their production of texts or when reviewing, revising and editing their written work, teachers will focus on helping these pupils use language with increasing ease and inventiveness.

Language Features of Types of Texts (Primary and Secondary)

NOTES AND IN-TEXT REFERENCES

- ¹ The importance of having the metalanguage to describe how language works is underscored by David Crystal who calls it 'an essential first step' (Crystal, 2004a, p. 10).
- ² Nunan, 1988b, p. 28; McDonough, 1981, p. 21.
- ³ Nunan, 1988b, p. 30.
- ⁴ Howell & Nolet, 2000.
- ⁵ Chandrasegaran, 2001, pp. 111 – 112.

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GRAMMAR			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	1	2	3	4	5	6	
USE OF TERMS Develop knowledge of grammar for the purposeful use of language ...	LO1: Use metalanguage for learning and talking about language structures and language in use	METALANGUAGE (PRIMARY) Teachers can begin the explicit teaching of metalanguage in meaningful contexts at Lower Primary, based on the needs and abilities of their pupils. Pupils will learn at least the grammatical terms listed here because they will require these terms to talk about how language works at the text level and during editing and self-correction. Teachers will teach other terms, where appropriate.							
		<ul style="list-style-type: none"> • Use the following grammatical terms: <ul style="list-style-type: none"> ◦ word class, noun, article, quantifier, pronoun, verb, imperative, -ing participle, simple present, present progressive/ continuous, present perfect, -ed/ -en participle, simple past, past progressive/ continuous, past perfect, singular, plural, infinitive, modal, adjective, adverb, comparative, superlative, preposition, connector, sentence ◦ subject, object, phrase, clause, simple sentence, compound sentence, complex sentence 							
GRAMMAR AT WORD AND PHRASE LEVELS ...at the word, phrase,...	LO2: Apply knowledge of grammatical rules at word and phrase levels	AT WORD AND PHRASE LEVELS (PRIMARY)							
		Nouns							
		<ul style="list-style-type: none"> • Use different types of nouns: <ul style="list-style-type: none"> ◦ Common nouns: <ul style="list-style-type: none"> - concrete countable (e.g., table) - concrete uncountable (e.g., luggage) - singular (e.g., teacher, potato, baby, knife, child) - plural – regular (e.g., teachers, potatoes, babies, knives, sons-in-law) - plural – irregular (e.g., children) - without a plural marker (e.g., sheep, salmon, deer) - gender (e.g., peacock/ peahen) ◦ Proper nouns (e.g., Singapore, John) ◦ Possessive form (e.g., John's car, my mother's wallet) ◦ Collective nouns[®] (e.g., group, team, committee, family) ◦ Abstract nouns (e.g., childhood) • Form nouns from adjectives or verbs (e.g., happy → happiness, suffer → suffering) • Expand nouns into noun phrases (e.g., table → a black table) • Use gerunds: nouns which look like verbs (e.g., brisk walking) • Use nouns and noun phrases in apposition to provide more information (e.g., John, the captain of the basketball team, is my brother.) 							
		Determiners							
		<ul style="list-style-type: none"> • Use different types of determiners: <ul style="list-style-type: none"> ◦ Articles (introduce nouns): <ul style="list-style-type: none"> - a/ an: indefinite (e.g., a book, an apple) - the: definite (e.g., The principal of my school, Mr Lim) - zero article: no article for uncountable nouns (e.g., I like music and I can play the guitar.) 							

[®] See section, **Verbs**, for subject-verb agreement for collective nouns.

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<p>GRAMMAR AT WORD AND PHRASE LEVELS</p> <p>...at the word, phrase,...</p> <p>(continued)</p>	<p>LO2:</p> <p>Apply knowledge of grammatical rules at word and phrase levels</p> <p>(continued)</p>	<ul style="list-style-type: none"> ◦ Quantifiers (indicate and/ or highlight quantity of nouns): - numerals: <ul style="list-style-type: none"> a) cardinal (e.g., one, two) b) ordinal (e.g., first, second, last) - some, few/ little, many/ much (countable/ uncountable) - not many/ not much, too many/ too much (countable/ uncountable) - no, both/ all, each/ every - enough/ not enough - fewer, less, more: compare quantities of two nouns - another, other: indicate occurrence of additional nouns 									
		<ul style="list-style-type: none"> ◦ Possessives (indicate ownership): - my, your, his, her, its, our, their (e.g., This is her book.) ◦ Demonstratives (indicate differences in proximity to speaker): - this/ that, these/ those (e.g., This book belongs to her.) ◦ Interrogatives: what, which, whose (e.g., Which shirt did you choose? Whose bag is that?) 									
		Pronouns									
		<ul style="list-style-type: none"> • Use different types of pronouns: ◦ Personal pronouns: <ul style="list-style-type: none"> - As subject: I, you, he, she, it, we, they (e.g., I live in Hougang. You live in Bedok.) - As object: me, you, him, her, it, us, them (e.g., Mr Lim gave me a book. He gave you a pencil.) ◦ Demonstrative pronouns: this, that, these, those (e.g., This belongs to her.) ◦ Interrogative pronouns: who, what, which, whose, whom (e.g., Who is that girl?) ◦ Possessive pronouns: mine, yours, his, hers, ours, theirs ◦ Indefinite pronouns: anyone, anybody, anything, everyone, everybody, everything, someone, somebody, something, no one, nobody, nothing ◦ Reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves ◦ Reciprocal pronouns: each other, one another ◦ Relative pronouns: who, which, that, whose, where (e.g., That is the girl who found the wallet.) 									
		Adjectives									
		<ul style="list-style-type: none"> • Use adjectives occurring in different positions: ◦ Attributive adjectives: before noun (e.g., a yellow duckling) ◦ Predicative adjectives: after verb (e.g., The duckling is yellow.) ◦ Postpositive adjectives: after noun/ pronoun (e.g., something useful) ◦ Adjectives with restricted positions (e.g., The cat is afraid. ✓/ the afraid catX) 									
		<ul style="list-style-type: none"> • Use different types of adjectives: opinion (e.g., ugly), size (e.g., big), age (e.g., old), temperature (e.g., cold), shape (e.g., round), colour (e.g., blue), origin (e.g., Chinese) and material (e.g., plastic) 									

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<p>GRAMMAR AT WORD AND PHRASE LEVELS</p> <p>...at the word, phrase,...</p> <p>(continued)</p>	<p>LO2:</p> <p>Apply knowledge of grammatical rules at word and phrase levels</p> <p>(continued)</p>	<ul style="list-style-type: none"> • Use comparatives and superlatives: <ul style="list-style-type: none"> ◦ Regular (e.g., fast/ faster/ fastest) ◦ Irregular (e.g., good/ better/ best) ◦ Use of 'more' and 'most' (e.g., expensive/ more expensive/ most expensive) • Use nouns that behave like adjectives (e.g., basketball court) • Form adjectives from nouns or verbs (e.g., music → musical, help → helpful) • Order adjectives in the following way where a number of adjectives are placed together: opinion> size> age > temperature> shape> colour> origin> material (e.g., It was an ugly, big, blue, plastic bag.) • Identify adjectives that behave like nouns (e.g., the sick and the poor) • Distinguish between the meanings of adjectives with an -ing participle and adjectives with an -ed/ -en participle (e.g., She is interesting./ She is interested.) • Modify adjectives using adverbs (e.g., very quick, amazingly fast) <p>Verbs</p> <ul style="list-style-type: none"> • Use different types of verbs: <ul style="list-style-type: none"> ◦ Main verbs (e.g., go) ◦ Helping verbs: <ul style="list-style-type: none"> - primary auxiliary verbs: do, have, be (e.g., did go, has gone, am going) - modal auxiliary verbs (e.g., will go, might go) • Use appropriate subject-verb agreement: <ul style="list-style-type: none"> ◦ Singular/ plural ◦ For collective nouns (e.g., Our little group is together again./ The group work well together.) • Distinguish verbs according to meaning: <ul style="list-style-type: none"> ◦ Action verbs (e.g., play) ◦ Linking verbs (e.g., be, is, appear) ◦ Sensing verbs (e.g., hear) ◦ Feeling verbs (e.g., love) ◦ Mental verbs (e.g., think) ◦ Verbs of possession (e.g., own) • Use different forms of verbs with: <ul style="list-style-type: none"> ◦ -ing participles (e.g., cook/ are cooking, eat/ are eating)* ◦ -ed/ -en participles (e.g., cook/ has cooked, eat/ has eaten)* • Use different forms of verbs: <ul style="list-style-type: none"> ◦ Verbs of 'to be': be/ been/ being, am/ is/ are, was/ were ◦ Regular verbs (e.g., walk/ walks/ walked/ walking) ◦ Irregular verbs (e.g., drink/ drank) ◦ Infinitives <ul style="list-style-type: none"> - 'to' infinitives (e.g., Mei helped her father to cook a bowl of porridge.) - bare infinitives (e.g., Mei helped her father cook a bowl of porridge.) 									
											<p># See section, Time/ Tense/ Aspect, for present continuous and past continuous.</p> <p>* See section, Time/ Tense/ Aspect, for present perfect and past perfect.</p>

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		<ul style="list-style-type: none"> Distinguish between verbs with different time/ tense/ aspect (e.g., by representing them on a timeline) 								
		<p>Modals</p> <ul style="list-style-type: none"> Use modals to express a variety of meanings: <ul style="list-style-type: none"> can: convey ability (e.g., I can read.) may: <ul style="list-style-type: none"> ask for permission (e.g., Teacher, may I go to the toilet, please?) express politeness, used as a more polite alternative to 'can' (e.g., May I borrow your book?) indicate possibility (e.g., You may have the right answer.) must: <ul style="list-style-type: none"> put across obligation or compulsion (e.g., You must share your toys.) convey necessity (e.g., You must have a balanced diet to be healthy.) shall/ will: <ul style="list-style-type: none"> indicate prediction (e.g., It will rain this afternoon.) convey intention (e.g., I shall/ will celebrate my birthday this Sunday.) put across insistence or determination (e.g., I shall/ will run after him until I catch up with him.) could: <ul style="list-style-type: none"> signal tentativeness (e.g., I could try to help you.) express politeness (e.g., Could you help me, please?) 								

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		Adverbs							
		<ul style="list-style-type: none"> • Use different types of adverbs: <ul style="list-style-type: none"> ◦ Adverbs of place (e.g., there, here) ◦ Adverbs of time (e.g., soon) ◦ Adverbs of frequency (e.g., often) ◦ Adverbs of manner (e.g., quickly) ◦ Adverbs of duration (e.g., briefly) ◦ Adverbs of degree (e.g., very, really) ◦ Adverbs of reason (e.g., since) ◦ Adverbs that are also adjectives (e.g., John can run fast./ John is a fast runner.) ◦ Adverbs that connect clauses and sentences (e.g., perhaps, naturally, consequently) ◦ Adverbs that indicate an attitude of the speaker/ writer (e.g., A: Would you like to go for a jog? B: Actually, I would rather not.) • Expand adverbs into adverb phrases (e.g., quickly → very quickly) • Use comparative and superlative adverbs: <ul style="list-style-type: none"> ◦ Regular (e.g., fast, faster, fastest) ◦ Irregular (e.g., well, better, best) ◦ Use of 'more' and 'most' (e.g., quickly, more quickly, most quickly) 							
		Prepositions							
		<ul style="list-style-type: none"> • Use prepositions to convey a variety of meanings: <ul style="list-style-type: none"> ◦ Position (e.g., sitting on the chair) ◦ Direction (e.g., running towards her) ◦ Time (e.g., on Monday, during the holidays) ◦ Purpose and means (e.g., for fun, with a pen) ◦ Possession (e.g., the car with red wheels, the girl without friends) 							

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<p>GRAMMAR AT WORD AND PHRASE LEVELS</p> <p>...at the word, phrase,...</p> <p>(continued)</p>	<p>LO2:</p> <p>Apply knowledge of grammatical rules at word and phrase levels</p> <p>(continued)</p>	<ul style="list-style-type: none"> ◦ Accompaniment (e.g., went with her) ◦ Comparison (e.g., taller than you) ◦ Support or opposition (e.g., for you, against you, with you) ◦ Exception (e.g., except Joe) ◦ Concession (e.g., despite the hardship) • Combine prepositions to form complex prepositions (e.g., in front of the girl, because of the rain) • Recognise how prepositions collocate with other words (e.g., in search of/ search for) • Form prepositional phrases (e.g., done with difficulty, run for safety) 									
		Connectors*									
		<ul style="list-style-type: none"> • Use a variety of connectors to express relationships between similar groups of words (e.g., word and word, phrase and phrase): <ul style="list-style-type: none"> ◦ for addition (e.g., and, too, as well as) ◦ for sequence (e.g., then, while, before*) ◦ for contrast (e.g., but, however, although) ◦ for reason (e.g., because, as, for*) ◦ for purpose (e.g., so that, in order to, so as to) ◦ for place (e.g., where, wherever) ◦ for condition (e.g., if, until, unless) ◦ for cause-and-effect (e.g., so that, therefore, since*) ◦ for choice (e.g., either...or..., neither...nor...) 									
		AT SENTENCE LEVEL (PRIMARY)									
		Sentence Structure									
		<ul style="list-style-type: none"> • Construct a variety of sentences:® <ul style="list-style-type: none"> ◦ Simple sentences: <ul style="list-style-type: none"> - Subject + Verb (e.g., Cheryl sings.) - Subject + Verb + Object (e.g., Cheryl sings lullabies.) - Subject + Verb + Adverbial (e.g., Cheryl sings sweetly.) ◦ Simple sentences with:# <ul style="list-style-type: none"> - a direct object (e.g., Mrs Tay asked him.) - an indirect object (e.g., Mrs Tay asked him a question.) ◦ Compound sentences: <ul style="list-style-type: none"> - use connectors 'and' and 'but' to join two simple sentences (e.g., John ran. Lina walked. → John ran but Lina walked.) ◦ Complex sentences (made up of a main clause with one or more dependent or subordinate clauses): <ul style="list-style-type: none"> - with a comparison clause (e.g., I eat more than you do.) - with a relative clause (e.g., He is looking for the bag which he has lost.) - with an adverbial clause (e.g., The children do as they are told.) ◦ Different sentence types: <ul style="list-style-type: none"> - Declarative (e.g., Wei Ling is my friend.) 									

* See Conjunction under Component, **Cohesion in Texts**, for how connectors are used as cohesive devices.

* Connectors which also function as prepositions.

® Teachers will need to reinforce Subject-Verb Agreement when teaching pupils to construct sentences with different structures.

See Focus Area, **Grammar at Word and Phrase Levels**, for Ditransitive Verbs.

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GRAMMAR AT SENTENCE LEVEL ... sentence... (continued)	LO3: Apply knowledge of grammatical rules at sentence level (continued)	- Interrogative (e.g., Who is Frankie?)							
		- Imperative (e.g., Sit down.)							
		- Existential (e.g., There once lived a prince.)							
		- Negative sentences (e.g., It was not a rainy day.)							
		- Exclamatory (e.g., What a beautiful day!)							
		- Conditional (e.g., If you leave, I will not stay either.)							
		- Subjunctive, to express a wish that cannot be fulfilled (e.g., I wish I had a sister.)							
		- Direct speech (e.g., I said, "He is leaving.")							
		• Vary the way sentences are written:							
		◦ Using parallel structures: employing the same pattern of words through the use of connectors 'and' / 'or' to show that two or more ideas have the same level of importance (e.g., John and Lina like to run. John and Lina like to walk. John and Lina like to hike. → John and Lina like to run, to walk and to hike.)							
		◦ Substituting connectors (e.g., Mei and Lina did not go for the run. → Neither Mei nor Lina went for the run.)							
		◦ Using Reported Speech:							
		- with reporting verbs (e.g., said, told, asked)							
		- for statements with tense changes (e.g., John said, "I want to go to the library." → John said that he wanted to go to the library.)							
		- for statements without tense changes (e.g., "The sun rises in the east," the teacher said. → The teacher said that the sun rises in the east.)							
		- for statements with change in pronouns (e.g., John said, "I love swimming." → John said that he loved swimming.)							
		- for questions with tense changes (e.g., She said, " Are there any oranges in the bowl?" → She asked whether there were any oranges in the bowl.)							
		- for orders (e.g., "Sit down, John," the teacher said. → The teacher ordered John to sit down.)							
		◦ Altering the Voice:							
		- from active to passive (e.g., I broke the window. → The window was broken [by me].)							
		- from passive to active (e.g., This work will be completed [by the team]. → The team will complete this work.)							
◦ Exchanging the positions of the Direct Object and the Indirect Object (e.g., I read a story to Max . → I read Max a story .)*									
Questions and Answers									
• Form questions and answers by varying the structure of sentences:									
◦ Types of Questions:									
- Yes/ No (e.g., Can I go now?)									
- Question words: who, whose, which, what, where, when, why, how, whom (e.g., Who is going?)									
- Question tags (e.g., She is leaving, isn't she?)									
◦ Answers:									
- Yes/ No + expected answers (e.g., Did he walk? Yes, he did.)									

* See Simple Sentences with a Direct Object/ an Indirect Object.

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GRAMMAR AT SENTENCE LEVEL ... sentence... (continued)	LO3: Apply knowledge of grammatical rules at sentence level (continued)	- Answers to questions which use question words (e.g., Who is going? John is going.) - Yes/ No + expected answers to questions with question tags (e.g., The dress is pretty, isn't it? Yes, it is.)								
		Punctuation • Use punctuation appropriately:								
		◦ Capital letter:								
		- for beginning the first word of a sentence								
		- for the word 'I' (e.g., I believe I can do better than that.)								
		- for proper nouns								
		- for the first word in direct speech (e.g., Mr Goh said, "He has two dogs.")								
		- for titles, nationalities, languages								
		- for initials in names of people (e.g., C. K. Lim)								
		◦ Full stop: for indicating the end of a sentence								
		◦ Question mark: for indicating the end of a question								
		◦ Exclamation mark: for indicating strong feeling conveyed through a sentence								
		◦ Comma:								
		- for separating nouns in a list (e.g., book, paper, pencil and eraser)								
		- in direct speech (e.g., She said, "I am so hungry.")								
		- after 'yes' / 'no' (e.g., Yes, thank you.)								
		- in addresses (e.g., This parcel should be sent to 51, Hillview Avenue, Singapore.)								
		- in direct address (e.g., Mrs Muthu, may I be excused?)								
		- before and after a non-restrictive relative clause (e.g., My brother, who lives overseas, travels frequently.)								
		- for non-restrictive nouns and noun phrases in apposition (e.g., John, the captain of the basketball team, is my brother.)								
		- for separating the subordinate clause from the main clause (e.g., As I was walking to my classroom, I saw the teacher leaving.)								
		◦ Quotation marks:								
		- for indicating direct speech								
		- for titles								
		- using single and double quotation marks within one sentence (e.g., She said, "I enjoyed reading 'Treasure Island'.")								
		◦ Apostrophe:								
		- for indicating possession (e.g., the cook's pie, James's toy/ James' toy, the cooks' pies, the children's toys, a week's holiday)								
- in contractions (e.g., it's raining)										
- for indicating possession without the second noun (e.g., My mother has gone to the baker's.)										
◦ Indentation:										
- for organising a text into paragraphs										
- for organising direct speech										
◦ Hyphen: for compound words (e.g., well-known, passer-by)										

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<p>GRAMMAR AT SENTENCE LEVEL</p> <p>... sentence...</p> <p>(continued)</p>	<p>LO3:</p> <p>Apply knowledge of grammatical rules at sentence level</p> <p>(continued)</p>	<ul style="list-style-type: none"> ◦ Dash: <ul style="list-style-type: none"> - for giving extra information or an additional thought e.g., John's gone on a trip to Nanjing – near Shanghai – for a couple of weeks.) - for separating an independent part of a sentence which follows from the main part, or explains it (e.g., Our bags were packed – we were ready to go.) ◦ Colon: <ul style="list-style-type: none"> - for indicating direct speech in a playscript (e.g., Mr Eng: I am sure you'll be pleased, my dear.) - for listing items which add meaning to the word before (e.g., The following pupils were absent: Lina, Mei and John.) ◦ <i>Semi-colon: for joining two complete sentences in place of a conjunction, or joining word (e.g., Mei's eyes began to close; I too was feeling tired.)</i> ◦ <i>Ellipsis points: for indicating that the unit is unfinished (e.g., John is unsure...)</i> 							
<p>GRAMMAR AT TEXT LEVEL</p> <p>...and text levels.</p>	<p>LO5:</p> <p>Show understanding of how the purposeful use of language shapes meaning in texts</p>	<p>COHESION IN TEXTS</p> <ul style="list-style-type: none"> • Use cohesive devices to create links across different clauses, sentences and paragraphs: <ul style="list-style-type: none"> ◦ Reference: <ul style="list-style-type: none"> - referring back <ul style="list-style-type: none"> a) personal pronouns: to refer to someone already described (e.g., Lina was thrilled. She had won a prize.) b) use of quantifiers: another, both, each, every, other, either, neither (e.g., John and Mei walked in. Both were early.) c) use of demonstratives: this/ these, that/ those (e.g., Help yourself to the refreshments. These were prepared by Mei.) d) certain adjectives (e.g., As explained on the previous page...) e) verbs or verb phrases which refer back to an earlier part of the text (e.g., As has been discussed...) - referring forward <ul style="list-style-type: none"> f) use of demonstratives: this/ these (e.g., You would not believe this, but I've never learnt to swim before.) g) certain adjectives (e.g. On the next street, we will find the house we are looking for.) ◦ Substitution: <ul style="list-style-type: none"> - use of so, not, one, do/ did e.g., <ul style="list-style-type: none"> a) Are you going? I think so. b) It won't happen again. I hope not. c) I would like one (cup of coffee), please. d) The floor needed washing. It certainly did. - lexical substitution <ul style="list-style-type: none"> a) synonyms (e.g., I had a pain in my calf after being stung by a bee, so I applied cream to soothe the discomfort.) b) antonyms (e.g., The expensive diamond I bought turned out to be a cheap stone.) c) hyponyms (e.g., Mei loves fruit, especially apples.) 							

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GRAMMAR			PRIMARY						REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	1	2	3	4	5	6		
<p>GRAMMAR AT TEXT LEVEL</p> <p>...and text levels.</p> <p>(continued)</p>	<p>LO5:</p> <p>Show understanding of how the purposeful use of language shapes meaning in texts</p> <p>(continued)</p>	<ul style="list-style-type: none"> ◦ Ellipsis: <ul style="list-style-type: none"> - have, be, do, e.g., <ul style="list-style-type: none"> a) It looks like we have lost our way. Yes, we have [lost our way]. b) Perhaps, she's joining us. Yes, she is [joining us]. c) Do you want to join us? I do [want to join you]. - contrasting tenses (e.g., I never liked durians. I still don't [like durians].) - question words (e.g., Shall we talk? Why [should we talk]?) - agreement (e.g. John enjoys playing tennis. So do I [enjoy playing tennis].) ◦ Conjunction: <ul style="list-style-type: none"> - additive: again, also, as well (e.g., I do not like soft drinks. John would prefer water as well.) - contrastive: but, however, although, though (e.g., Although soft drinks taste good, water is better for you.) - time: then, previously, later (e.g., We entered the hotel we had stayed at previously.) - listing: first, then, next, finally (e.g., First, add the sugar to the butter. Then, break the egg.) - resultative: since, therefore (e.g., As it was raining, I could not go for a walk.) ◦ Repetition of structures (e.g., We like bananas. They prefer oranges.) 								
		LANGUAGE FEATURES OF TYPES OF TEXTS (PRIMARY)*								
		Poetry								
		<ul style="list-style-type: none"> ◦ <i>inversions, repetitions and parallel structures for giving an effect of rhythm</i> ◦ <i>repetitions for reinforcing ideas</i> 								
		Personal Recounts								
		<ul style="list-style-type: none"> ◦ adjectives, adjective phrases and clauses for producing vivid descriptions of participants and setting ◦ adverbs and <i>adverbials</i>* for describing how an action has been carried out ◦ connectors for showing sequence of events ◦ direct and indirect speech for variation and adding interest ◦ use of the continuous for providing aspectual contrast ◦ nouns, noun phrases and clauses (e.g., participants, objects) ◦ prepositions and prepositional phrases ◦ use of first-person pronouns ◦ mental verbs for self-reflection (e.g., I believe I was right.) 								
		Narratives								
		<ul style="list-style-type: none"> ◦ adjectives, adjective phrases and clauses for producing vivid descriptions of participants and setting ◦ adverbs and <i>adverbials</i>* for describing how an action has been carried out ◦ connectors for showing sequence of events ◦ direct and indirect speech for variation and adding interest ◦ use of the continuous for providing aspectual contrast ◦ nouns, noun phrases and clauses (e.g., participants, objects) ◦ prepositions and prepositional phrases 								

* See Focus Area, **Extensive Listening and Viewing**, in the **Listening and Viewing Chart**.

See Focus Area, **Extensive Reading and Viewing**, in the **Reading and Viewing Chart**.

See Focus Areas, **Features of Spoken Language and Types of Spoken Texts**, in the **Speaking and Representing Chart**.

See Focus Area, **Types of Texts**, in the **Writing and Representing Chart**.

* Adverbials can be formed using adverbs, prepositional phrases, nouns and non-finite clauses. Teachers do not need to teach adverbials explicitly as a language item at the text level. Instead, teachers will raise pupils' awareness of how adverbials are used in different types of texts and encourage them to use adverbials, where appropriate.

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FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	1	2	3	4	5	6	
GRAMMAR AT TEXT LEVEL ...and text levels. (continued)	LO5: Show understanding of how the purposeful use of language shapes meaning in texts (continued)	<ul style="list-style-type: none"> use of pronouns for building cohesion action verbs and mental verbs for conveying the proceedings existential sentences 							
		Procedures <ul style="list-style-type: none"> adjectives, adjective phrases and clauses for describing materials and objects connectors for showing sequence in steps nouns, noun phrases and clauses (e.g., ingredients in recipes) quantifiers for indicating amounts of ingredients and materials use of the simple present for indicating the timeless nature of procedures imperatives for eliciting action verb phrases 							
		Notes, Letters, Email (From Primary 1) and Notices (From Primary 5) <ul style="list-style-type: none"> adverbs and <i>adverbials</i>⁺ for providing more details contractions of verb forms and modal auxiliaries for conveying a level of informality modal auxiliaries for conveying a polite tone prepositions and prepositional phrases pronouns for specific participants questions, answers and negative sentences for making requests and responses a range of tenses 							
		Factual Recounts <ul style="list-style-type: none"> adjectives, adjective phrases and clauses for producing vivid descriptions of participants and setting connectors for indicating a sequence of events nouns, noun phrases and clauses (e.g., participants, objects) passive voice for conveying an objective tone prepositions and prepositional phrases third-person pronouns quantifiers for providing specific details, numbers and amounts action verbs and mental verbs for conveying a variety of meanings 							
		Information Reports <ul style="list-style-type: none"> adjectives, adjective phrases and clauses for clarity in descriptions of participants and setting language for comparing, contrasting, defining and classifying to indicate relationships between facts third-person pronouns for conveying a sense of distance and objectivity the simple present for indicating the timeless nature of facts action verbs, mental verbs and linking verbs for conveying a variety of meanings 							

⁺ Adverbials can be formed using adverbs, prepositional phrases, nouns and non-finite clauses. Teachers do not need to teach adverbials explicitly as a language item at the text level. Instead, teachers will raise pupils' awareness of how adverbials are used in different types of texts and encourage them to use adverbials, where appropriate.

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FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	1	2	3	4	5	6	
GRAMMAR AT TEXT LEVEL ...and text levels. (continued)	LO5: Show understanding of how the purposeful use of language shapes meaning in texts (continued)	Explanations							
		◦ connectors for showing cause and effect							
		◦ passive voice for conferring authority and distance							
		◦ use of the simple present for timeless statements							
		◦ action verbs and sensing verbs for conveying a variety of meanings							
		◦ verb phrases							
		Expositions							
		◦ connectors for showing reason and explaining cause and effect, condition and choice							
		◦ passive voice when agent is understood or obvious							
		◦ use of the simple present for timeless statements and facts							
◦ mental verbs for conveying a viewpoint									
◦ verb phrases									

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GRAMMAR			SECONDARY					REMARKS															
FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	1N	1E/2N	2E/3N	3E/4N	4E/5N																
USE OF TERMS Develop knowledge of grammar for the purposeful use of language...	LO1: Use metalanguage for learning and talking about language structures and language in use	METALANGUAGE (SECONDARY) Where appropriate, teachers will continue to develop and strengthen pupils' knowledge of grammatical metalanguage.						® See Component, Review, Revision and Editing of Writing and Representation , in the Writing and Representing Chart . # The teacher will guide pupils individually or through peer work to show an understanding of their errors (e.g., by conferencing with them, by referring pupils to good models of language use and by demonstrating how to analyse errors). In particular, the teacher will focus on errors pupils in the class tend to make.															
		<ul style="list-style-type: none"> Revisit and reinforce knowledge and use of grammatical terms 																					
GRAMMAR AT WORD, PHRASE AND SENTENCE LEVELS ... at the word, phrase, sentence ...	LO4: Apply knowledge of grammatical rules at word, phrase and sentence levels	AT WORD, PHRASE AND SENTENCE LEVELS (SECONDARY) Teachers can refer to the Grammar Chart for the grammatical rules at the word, phrase and sentence levels, which pupils have been taught from Primary 1 to Primary 6.																					
		<ul style="list-style-type: none"> Revise knowledge of grammatical rules at the word, phrase and sentence levels Use error analysis® to: <ul style="list-style-type: none"> identify errors# define errors explain rule 																					
		<table border="1"> <thead> <tr> <th>Identify error, e.g.,</th> <th>Define error, e.g.,</th> <th>Explain rule, e.g.,</th> </tr> </thead> <tbody> <tr> <td>We lost our luggages.</td> <td>Incorrect insertion of plural marker -s</td> <td>'Luggage' is an uncountable noun and does not have a plural form.</td> </tr> <tr> <td>He would appreciate if we could help.</td> <td>Dropping of direct object</td> <td>'Appreciate' is a transitive verb and therefore requires an object.</td> </tr> <tr> <td>I don't know why are we taught this.</td> <td>Inversion of subject and verb</td> <td>In reported questions, there is no inversion of subject and verb.</td> </tr> <tr> <td>Although it was raining. They continued playing.</td> <td>Incorrect sentence construction</td> <td>'Although it was raining' is a subordinate clause and hence cannot stand on its own.</td> </tr> </tbody> </table>	Identify error, e.g.,	Define error, e.g.,	Explain rule, e.g.,	We lost our luggages .	Incorrect insertion of plural marker -s		'Luggage' is an uncountable noun and does not have a plural form.	He would appreciate if we could help.	Dropping of direct object	'Appreciate' is a transitive verb and therefore requires an object.	I don't know why are we taught this.	Inversion of subject and verb	In reported questions, there is no inversion of subject and verb.	Although it was raining. They continued playing.	Incorrect sentence construction	'Although it was raining' is a subordinate clause and hence cannot stand on its own.					
		Identify error, e.g.,	Define error, e.g.,	Explain rule, e.g.,																			
		We lost our luggages .	Incorrect insertion of plural marker -s	'Luggage' is an uncountable noun and does not have a plural form.																			
		He would appreciate if we could help.	Dropping of direct object	'Appreciate' is a transitive verb and therefore requires an object.																			
		I don't know why are we taught this.	Inversion of subject and verb	In reported questions, there is no inversion of subject and verb.																			
		Although it was raining. They continued playing.	Incorrect sentence construction	'Although it was raining' is a subordinate clause and hence cannot stand on its own.																			
<ul style="list-style-type: none"> Edit errors Apply understanding of language rules and conventions to construct sentences which are well put together in a meaningful way (e.g., vary the way in which a sentence is written by building in clauses in a variety of ways) Apply understanding of language rules and conventions to aid reading (e.g., deduce the meaning of a word through recognition of its form and function) 																							

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FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	1N	1E/2N	2E/3N	3E/4N	4E/5N	
GRAMMAR AT TEXT LEVEL ... and text levels.	LO5: Show understanding of how the purposeful use of language shapes meaning in texts	COHESION IN TEXTS (SECONDARY)						* See Component, Development and Organisation of Ideas , in the Writing and Representing Chart .
		<ul style="list-style-type: none"> • Use cohesive devices to create links across different clauses, sentences and paragraphs:* <ul style="list-style-type: none"> ◦ Reference: <ul style="list-style-type: none"> - referring back <ul style="list-style-type: none"> a) personal pronouns: to refer to someone already described (e.g., Lina was thrilled. She had won a prize.) b) use of quantifiers: another, both, each, every, other, either, neither (e.g., John and Mei walked in. Both were early.) c) use of demonstratives: this/ these, that/ those (e.g., Help yourself to the refreshments. These were prepared by Mei.) d) certain adjectives (e.g., As explained on the previous page...) e) verbs or verb phrases which refer back to an earlier part of the text (e.g., As has been discussed...) - referring forward <ul style="list-style-type: none"> f) use of demonstratives: this/ these (e.g., You would not believe this, but I've never learnt to swim before.) g) certain adjectives (e.g., On the next street, we will find the house we are looking for.) ◦ Substitution: <ul style="list-style-type: none"> - use of so, not, one, do/ did, e.g., <ul style="list-style-type: none"> a) Are you going? I think so. b) It won't happen again. I hope not. c) I would like one (cup of coffee), please. d) The floor needed washing. It certainly did. - lexical substitution <ul style="list-style-type: none"> a) synonyms (e.g., I had a pain in my calf after being stung by a bee, so I applied cream to soothe the discomfort.) b) antonyms (e.g., The expensive diamond I bought turned out to be a cheap stone.) c) hyponyms (e.g., Knowing that Mei's favourite colour was red, her friends gave her a beautiful crimson skirt for her birthday.) ◦ Ellipsis: <ul style="list-style-type: none"> - have, be, do, e.g., <ul style="list-style-type: none"> a) It looks like we have lost our way. Yes, we have [lost our way]. b) Perhaps, she's joining us. Yes, she is [joining us]. c) Do you want to join us? I do [want to join you]. - contrasting tenses (e.g., I never liked durians. I still don't [like durians].) - question words (e.g., Shall we talk? Why [should we talk]?) - agreement (e.g., Lina enjoys playing tennis. So do I [enjoy playing tennis].) ◦ Conjunction: <ul style="list-style-type: none"> - additive: again, also, as well, moreover, in addition, furthermore (e.g., I do not like soft drinks. John would prefer water as well.) 						

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GRAMMAR			SECONDARY					
FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	1N	1E/2N	2E/3N	3E/4N	4E/5N	REMARKS
GRAMMAR AT TEXT LEVEL ... and text levels. (continued)	LO5: Show understanding of how the purposeful use of language shapes meaning in texts (continued)	- contrastive: but, however, nonetheless, nevertheless, on the contrary (e.g., Soft drinks taste good. However , water is better for you.)						+ See Focus Area, Types of Texts , in the Writing and Representing Chart . See Focus Area, Reading and Viewing Different Types of Texts , in the Reading and Viewing Chart . See Focus Areas, Features of Spoken Language and Types of Spoken Texts , in the Speaking and Representing Chart . ® Adverbials can be formed using adverbs, prepositional phrases, nouns and non-finite clauses. Teachers do not need to teach adverbials explicitly as a language item at the text level. Instead, teachers will raise pupils' awareness of how adverbials are used in different types of texts and encourage them to use adverbials, where appropriate.
		- time: then, previously, later (e.g., We entered the hotel we had stayed at previously .)						
		- listing: first, then, next, finally (e.g., First , add the sugar to the butter. Then , break the egg.)						
		- resultative: since, consequently, therefore (e.g., It began to rain. Consequently , I could not go for the walk which I had been looking forward to.)						
		- concessive: nonetheless, anyhow, anyway, however (e.g., Lina likes soft drinks. However , she agrees that water is the healthier choice.)						
		- inference: otherwise, then, in that case (e.g., You do not want this bag? Can I take it, then ?)						
		- summative: altogether, overall (e.g., It rained a lot but we had fun. Overall , it was a good holiday.)						
		◦ Repetition of structures (e.g., I came. I saw. I conquered.)						
		LANGUAGE FEATURES OF TYPES OF TEXTS* (SECONDARY)						
		Show pupils how the purposeful use of language shapes meaning in texts and how language features can be used in the creation of a mixture of types of texts and forms.						
		Poetry						
		◦ <i>inversions, repetitions and parallel structures for giving an effect of rhythm</i>						
		◦ <i>repetitions for reinforcing ideas</i>						
		◦ <i>manipulation of punctuation for conveying meaning</i>						
		Personal Recounts						
		◦ adjectives, adjective phrases and clauses for producing vivid descriptions of participants and setting						
		◦ adverbs and <i>adverbials</i> ® for describing how an action has been carried out						
		◦ connectors for showing sequence of events						
		◦ direct and indirect speech for variation and adding interest						
		◦ use of the continuous for providing aspectual contrast						
◦ nouns, noun phrases and clauses (e.g., participants, objects)								
◦ prepositions and prepositional phrases								
◦ use of first-person pronouns								
◦ mental verbs for self-reflection (e.g., I believe I was right.)								
Narratives								
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FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	1N	1E/2N	2E/3N	3E/4N	4E/5N	REMARKS
GRAMMAR AT TEXT LEVEL ... and text levels. (continued)	LO5: Show understanding of how the purposeful use of language shapes meaning in texts (continued)	<ul style="list-style-type: none"> prepositions and prepositional phrases use of pronouns for building cohesion action verbs and mental verbs for conveying the proceedings existential sentences 						* Adverbials can be formed using adverbs, prepositional phrases, nouns and non-finite clauses. Teachers do not need to teach adverbials explicitly as a language item at the text level. Instead, teachers will raise pupils' awareness of how adverbials are used in different types of texts and encourage them to use adverbials, where appropriate.
		Procedures <ul style="list-style-type: none"> adjectives, adjective phrases and clauses for describing materials and objects connectors for showing sequence in steps nouns, noun phrases and clauses (e.g., ingredients in recipes) quantifiers for indicating amounts of ingredients and materials use of the simple present for indicating the timeless nature of procedures imperatives for eliciting action verb phrases 						
		Notes, Letters, Email and Notices <ul style="list-style-type: none"> adverbs and <i>adverbials</i>® for providing more details contractions of verb forms and modal auxiliaries for conveying a level of informality modal auxiliaries for conveying a polite tone prepositions and prepositional phrases pronouns for specific participants questions, answers and negative sentences for making requests and responses a range of tenses 						
		Factual Recounts <ul style="list-style-type: none"> adjectives, adjective phrases and clauses for producing vivid descriptions of participants and setting connectors for indicating a sequence of events nouns, noun phrases and clauses (e.g., participants, objects) passive voice for conveying an objective tone prepositions and prepositional phrases third-person pronouns quantifiers for providing specific details, numbers and amounts action verbs and mental verbs for conveying a variety of meanings 						
		Information Reports <ul style="list-style-type: none"> adjectives, adjective phrases and clauses for clarity in descriptions of participants and setting language for comparing, contrasting, defining and classifying to indicate relationships between facts third-person pronouns for conveying a sense of distance and objectivity use of the simple present for indicating the timeless nature of facts action verbs, mental verbs and linking verbs for conveying a variety of meanings 						

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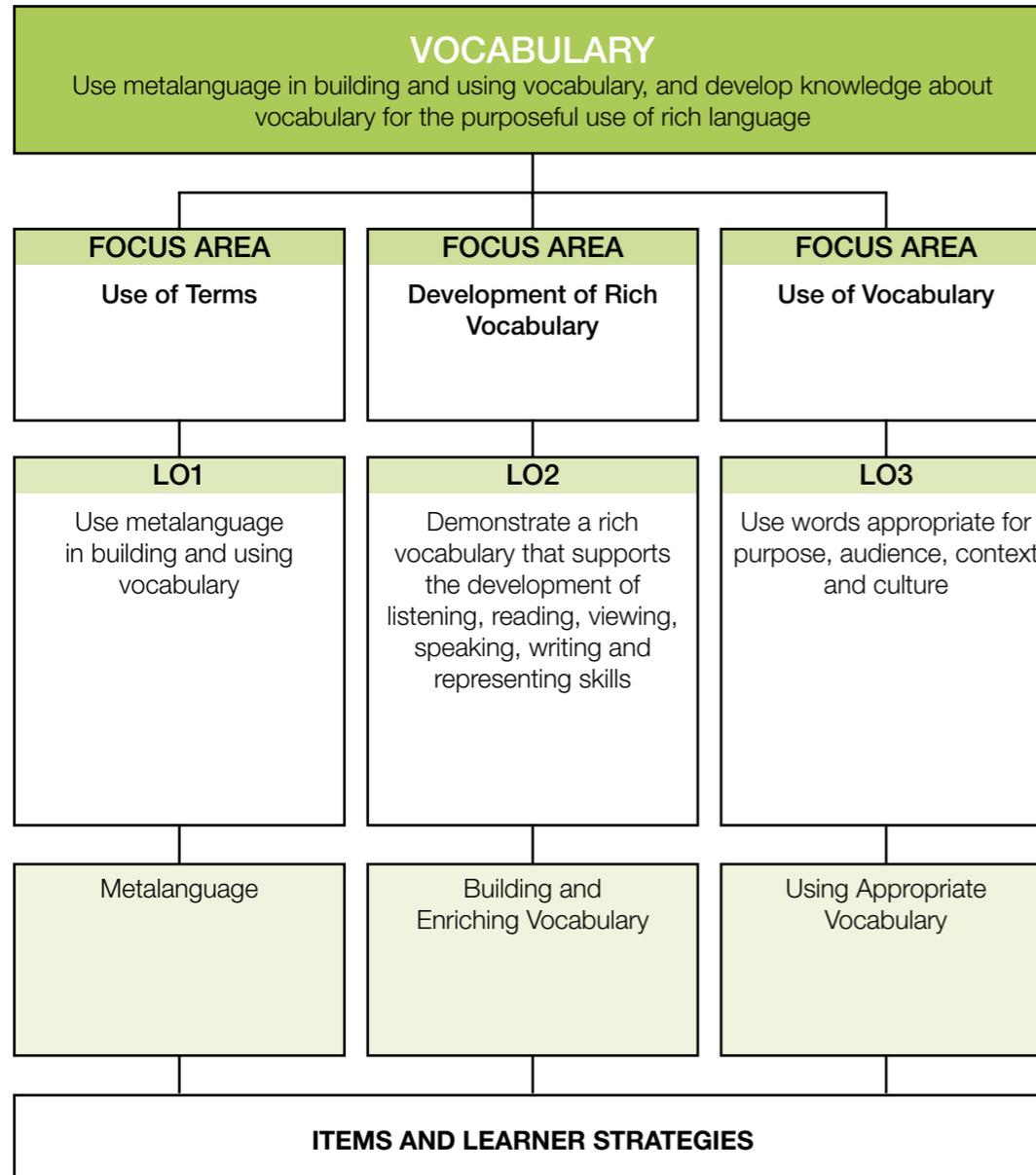
In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLLIPS) and the Teaching Processes (ACoLADE).

GRAMMAR			SECONDARY					
FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	1N	1E/2N	2E/3N	3E/4N	4E/5N	REMARKS
GRAMMAR AT TEXT LEVEL ... and text levels. (continued)	LO5: Show understanding of how the purposeful use of language shapes meaning in texts (continued)	Explanations						
		◦ connectors for showing cause and effect						
		◦ passive voice for conferring authority and distance						
		◦ use of the simple present for timeless statements						
		◦ action verbs and sensing verbs for conveying a variety of meanings						
		◦ verb phrases						
		Expositions						
		◦ connectors for showing reason and explaining cause and effect, condition and choice						
		◦ passive voice when agent is understood or obvious						
		◦ use of the simple present for conveying timeless statements and facts						
		◦ modals for persuasive effect and hedging						
		◦ mental verbs for conveying a viewpoint						
◦ verb phrases								
◦ rhetorical questions and repetition for persuasion								

Vocabulary

What to Teach, When and Why

Overview Diagram



Effective language use involves the development of a rich vocabulary and the deliberate selection and use of words in various combinations and structures to create the desired meanings and to express a variety of intentions and nuances.

While pupils' knowledge of grammar guides the combination of words in various structures, a rich vocabulary will provide pupils access to knowledge and ideas in a wide range of texts. It will also give pupils a wide spectrum of words and expressions to effectively convey subtle differences in the range of ideas, thoughts, actions, and emotions.¹ Studies have suggested that vocabulary knowledge and development correlate positively with success in reading comprehension and fluency.²

To facilitate pupils' acquisition of a rich vocabulary, teachers will:

- need to have a wide vocabulary.
- teach pupils the appropriate metalanguage for talking about vocabulary.
- teach pupils how to find the definitional and contextual information about words.
- teach pupils a variety of learner strategies to build a receptive and productive vocabulary.
- teach pupils how to make the best choice of words to use accurately and appropriately for a specific purpose, audience, context and culture.
- help pupils to recognise how words are used and how they are related to other words in a wide range of texts.
- provide opportunities for pupils to apply their knowledge about vocabulary in other areas of language learning - listening, reading, viewing, speaking, writing and representing.
- expose pupils to rich language in print and non-print materials.

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Use metalanguage in learning and using vocabulary, and develop knowledge about vocabulary for the purposeful use of rich language.

USE OF TERMS

Metalanguage

Like grammar, vocabulary has its own metalanguage for talking about language. Knowing the metalanguage will enable pupils to talk about the development of their vocabulary more effectively, for instance, when discussing the relationships between words (e.g. synonyms, antonyms) or when explaining the use of literary language in texts (e.g., imagery, hyperbole).

Lower Primary

The focus at this stage is on learning English through the experience and enjoyment of language. In the course of teaching, teachers can introduce the use of equivalent terms, such as ‘opposites’ for ‘antonyms’. Depending on pupils’ needs and abilities, teachers can begin the explicit teaching of metalanguage in meaningful contexts.

Middle – Upper Primary

At these levels, teachers will continue with the explicit teaching of the metalanguage of vocabulary. Pupils will use the metalanguage for talking about the relationships between words and fixed expressions, explaining how words are formed and describing the use of literary language. Teachers will ensure that pupils can meaningfully apply the metalanguage they have learned to consolidate their vocabulary development at every year level.

Secondary

Teachers will build on the terms pupils have already learned by introducing them to terms from literary and informational/ functional texts. In addition, teachers will introduce terms used specifically in content area reading where conceptual understanding of word

meanings and knowledge of how words are formed will help when pupils read and view such texts. For example, literary terms such as ‘metaphor’, ‘irony’ and ‘hyperbole’ will add to pupils’ response to literary texts. Similarly, terms like ‘biodegradable’, ‘biosphere’ and ‘biochemical’ will strengthen pupils’ understanding of concepts in content areas like Science. Knowledge of word derivations as well as how words compare and relate to one another will be emphasised at the Secondary levels.

DEVELOPMENT OF RICH VOCABULARY

Building and Enriching Vocabulary

Developing pupils’ vocabulary will help them become more effective language users and strengthen their understanding of vocabulary that is found in content area readings. Teachers can develop in pupils an interest in enriching their vocabulary by continually exposing them to new words and their use.

Primary

Teachers will build pupils’ vocabulary through direct and explicit instruction such as instruction in word meanings, discussions about words and word parts, as well as by encouraging pupils to read independently and widely. Extensive reading provides a meaningful context for teaching and learning how language and words are used.

Beginning with age-appropriate texts and books from print and non-print sources, teachers will encourage pupils to read independently and widely. Progressively, pupils will be given many opportunities to read, view and listen to texts of different levels of difficulty and with more thought-provoking themes for different reading purposes. Pupils’ vocabulary will grow as they become repeatedly and increasingly familiar with the new words.

Teachers will encourage pupils to use a variety of vocabulary references. They can teach pupils to use the dictionary, thesaurus and online resources to access words and to check the meaning of the words. This will help broaden pupils’ knowledge of words and their use.

Teachers will also provide pupils with opportunities to make use of the new words they have learned in meaningful contexts. Teachers will help pupils consolidate their knowledge of vocabulary by having pupils keep a record of the words they have learned.

Teachers will develop pupils' knowledge of vocabulary by immersing them in a rich language environment and by emphasising the meaningful use of contexts and contextual clues to infer and derive the meaning of new words. Depending on the context of use, a word can have different meanings. Teachers will teach pupils to deduce the meaning of words using contextual clues before showing them how to use a dictionary to confirm the meaning of these words.

Additionally, teachers will help pupils to distinguish the relationships between words (e.g., synonyms, antonyms) through delineating how words compare and contrast with one another or share similar meanings. At the same time, pupils will build their vocabulary of fixed expressions (e.g., collocations, idioms, proverbs and phrasal verbs) and use them appropriately.

Teachers will draw pupils' attention to how words can be formed. For example, they will show pupils how an affix, that is, a letter or a syllable added to the beginning or end of a word, will change the meaning of the original word (e.g., moral → amoral). Teaching pupils commonly-used affixes (i.e., prefixes and suffixes) can enhance their vocabulary. Understanding the meaning of affixes and how they are used will help pupils manage long and unfamiliar words (e.g., interdependent).³

Teachers will also help pupils become familiar with high-frequency words, including content and structural words. Pupils need to recognise such words easily so that they can read fluently.

Secondary

Teachers will continue to build and enrich pupils' vocabulary. Teachers will revisit, reinforce and teach at increasing levels of difficulty the various items and learner strategies for the development of rich vocabulary.

To expand pupils' vocabulary, teachers will also expose pupils to a wide variety of literary and informational/ functional texts through wide reading and viewing, as well as reading and viewing in the content areas. For example, reading appropriate selections of literary texts exposes pupils to rich language as opposed to everyday speech.

With a good command of vocabulary, pupils will be able to speak, write and represent more effectively for creative, personal, academic and functional purposes.

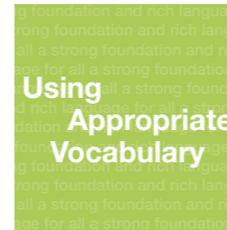
USE OF VOCABULARY

Primary

Pupils will become more effective language users by learning how to deliberately vary their choice of words according to purpose, audience, context and culture in their oral presentations, writing and representations.

Pupils will also learn how and why literary language is used in many types of texts so that they can appreciate the intentions of writers and how these are realised through the use of language. Teachers will guide pupils in using literary language by drawing their attention to how it is used in the texts they listen to, read and view. When pupils review, revise and edit their work, teachers will raise their awareness of the importance of an effective choice of words, including the selective use of literary language, where appropriate.

It is important that pupils enjoy the creative use of language. Teachers can help pupils recognise how such a creative use of language will produce interesting texts and to become aware of how writers achieve their purpose and vary their writing to suit their audiences through the deliberate use of words. For example, teachers can help pupils recognise the playful use of words in jokes, riddles and puns.



Secondary

Teachers will continue to develop pupils' ability to choose words which are most effective and appropriate for the intended purpose, audience, context and culture. They will help pupils develop their understanding and use of more sophisticated and complex words, and examine how these words are used by writers to shape meaning and communicate intent. For instance, pupils will learn to recognise and use literary language, such as personification.

Teachers will also help pupils become aware that they have to adjust their choice of words, including terms of address and tone, when they interact with their peers and others from different cultures and background. For example, what the British call the boot of a car, the Americans call the trunk. Such awareness will take into account social norms and cross-cultural values and sensitivity.

NOTES AND IN-TEXT REFERENCES

- ¹ Crystal, 2004a, pp. 16 – 17.
- ² Stahl, 1999, p. 3.
- ³ Texas Reading Initiative, 2000, pp. 36 – 38.

Italics Italicised items and learner strategies are for exposure only. Teachers will provide pupils with the experience of learning these items and learner strategies, depending on the needs and abilities of their pupils. Italicised items and learner strategies will not be assessed formally.

Shading indicates where an item and learner strategy will be formally introduced and taught. Subsequently, the item/ learner strategy must be revisited, reinforced and taught at increasing levels of difficulty, until pupils have mastery of it.

This chart will be used by teachers to plan the scope and combination of items and learner strategies to be taught at each year level, taking into account the needs and abilities of the pupils. The chart also helps teachers to decide on the areas for assessment in school.

In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLLIPS) and the Teaching Processes (ACoLADE).

VOCABULARY			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	ITEMS AND LEARNER STRATEGIES	1	2	3	4	5	6	
USE OF TERMS Use metalanguage in building and using vocabulary,...	LO1: Use metalanguage in building and using vocabulary	METALANGUAGE (PRIMARY)							
		Teachers can begin the explicit teaching of metalanguage in meaningful contexts at Lower Primary, based on the needs and abilities of their pupils. Pupils will learn the terms listed here because they will require them to talk about how words relate to one another and when deducing the meaning of words. Metalanguage is also useful when explaining the choice of words used at the text level and during editing and self-correction. Teachers will teach other terms, where appropriate.							
DEVELOPMENT OF RICH VOCABULARY ...and develop knowledge about vocabulary...	LO2: Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills	BUILDING AND ENRICHING VOCABULARY							
		<ul style="list-style-type: none"> • Develop a rich vocabulary through: <ul style="list-style-type: none"> ◦ extensive reading ◦ reading a variety of rich texts appropriate to age and ability ◦ recognising words from reading materials ◦ substituting selected nouns, verbs or adjectives in a book that is read aloud with synonyms/ near-synonyms ◦ keeping a record of words (e.g., word wall, word bank) ◦ using a dictionary and/ or online resources to: <ul style="list-style-type: none"> - look up/ clarify meaning of words - look up information about words (e.g., word class, how the word is used in a sentence, pronunciation)[®] ◦ using a thesaurus to look up synonyms • Deduce meaning of words from how they are used in context: <ul style="list-style-type: none"> ◦ use of contextual clues ◦ word class the words belong to • Deduce meaning of words from how they relate to one another: <ul style="list-style-type: none"> ◦ words belonging to the same lexical field (e.g., 'pupil' and 'recess' belong to the lexical field of 'school') ◦ words which are synonyms (e.g., quick/ fast) ◦ words which are near synonyms (e.g., in the word cline, cool – cold – freezing) ◦ words which are antonyms (e.g., far/ near) ◦ words which are hyponyms: type of (e.g., apple → type of fruit) ◦ words which are meronyms: part of (e.g., finger → part of a hand) ◦ words which are homonyms: spelt and/or pronounced alike but have different meanings (e.g., flower/ flour) 							
		<ul style="list-style-type: none"> • Use the following terms: <ul style="list-style-type: none"> ◦ word, compound, idiom, simile, synonym, antonym, type of, part of, prefix, suffix, phrasal verb, word cline 							
		<ul style="list-style-type: none"> • Develop a rich vocabulary through: <ul style="list-style-type: none"> ◦ extensive reading ◦ reading a variety of rich texts appropriate to age and ability ◦ recognising words from reading materials ◦ substituting selected nouns, verbs or adjectives in a book that is read aloud with synonyms/ near-synonyms ◦ keeping a record of words (e.g., word wall, word bank) ◦ using a dictionary and/ or online resources to: <ul style="list-style-type: none"> - look up/ clarify meaning of words - look up information about words (e.g., word class, how the word is used in a sentence, pronunciation)[®] ◦ using a thesaurus to look up synonyms • Deduce meaning of words from how they are used in context: <ul style="list-style-type: none"> ◦ use of contextual clues ◦ word class the words belong to • Deduce meaning of words from how they relate to one another: <ul style="list-style-type: none"> ◦ words belonging to the same lexical field (e.g., 'pupil' and 'recess' belong to the lexical field of 'school') ◦ words which are synonyms (e.g., quick/ fast) ◦ words which are near synonyms (e.g., in the word cline, cool – cold – freezing) ◦ words which are antonyms (e.g., far/ near) ◦ words which are hyponyms: type of (e.g., apple → type of fruit) ◦ words which are meronyms: part of (e.g., finger → part of a hand) ◦ words which are homonyms: spelt and/or pronounced alike but have different meanings (e.g., flower/ flour) 							
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		<ul style="list-style-type: none"> • Use the following terms: <ul style="list-style-type: none"> ◦ word, compound, idiom, simile, synonym, antonym, type of, part of, prefix, suffix, phrasal verb, word cline 							
		<ul style="list-style-type: none"> • Use the following terms: <ul style="list-style-type: none"> ◦ word, compound, idiom, simile, synonym, antonym, type of, part of, prefix, suffix, phrasal verb, word cline 							

[®] See Component, Pronunciation and Intonation, in the Speaking and Representing Chart.

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This chart will be used by teachers to plan the scope and combination of items and learner strategies to be taught at each year level, taking into account the needs and abilities of the pupils. The chart also helps teachers to decide on the areas for assessment in school.

In planning the instructional programmes and lessons, teachers will be guided by the six Principles of Language Teaching and Learning (CLLIPS) and the Teaching Processes (ACoLADE).

VOCABULARY			PRIMARY						REMARKS
FOCUS AREAS	LEARNING OUTCOMES	ITEMS AND LEARNER STRATEGIES	1	2	3	4	5	6	
DEVELOPMENT OF RICH VOCABULARY ...and develop knowledge about vocabulary... (continued)	LO2: Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills (continued)	<ul style="list-style-type: none"> Learn the vocabulary of fixed expressions and what they mean: <ul style="list-style-type: none"> phrasal verbs (e.g., blow up → get angry) collocations (e.g., happy birthday ✓, cheerful birthday ✗) idioms (e.g., lend a hand → help) proverbs (e.g., Never judge a book by its cover. → Do not judge others by their appearance.) Recognise how words are formed: <ul style="list-style-type: none"> compounding (e.g., workbook, playground, doorway) affixation: joining prefixes and suffixes to base words (e.g., en + large → enlarge) acronyms (ASEAN: Association of Southeast Asian Nations) clipping (e.g., telephone → phone) blending (e.g., breakfast + lunch → brunch) Recognise the playful use of words in spoken and written language: <ul style="list-style-type: none"> jokes riddles puns 							
		USING APPROPRIATE VOCABULARY							
		<ul style="list-style-type: none"> Use words suitable for purpose, audience, context and culture in relation to: <ul style="list-style-type: none"> type of texts (e.g., explanations: technical language, expositions: persuasive language) medium (spoken or written) register (formal or informal) Use collocations appropriately Use idioms, proverbs and phrasal verbs appropriately Recognise and use literary language, e.g., <ul style="list-style-type: none"> simile (e.g., She is as graceful as a swan.) imagery (e.g., The use of 'velvet tiger' paints an image of a tiger with a thick and soft coat.) metaphor (e.g., The moon is the eye of the night.) 							

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VOCABULARY			SECONDARY					REMARKS
FOCUS AREAS	LEARNING OUTCOMES	ITEMS AND LEARNER STRATEGIES	1N	1E/2N	2E/3N	3E/4N	4E/5N	
USE OF TERMS Use metalanguage in building and using vocabulary,...	LO1: Use metalanguage in building and using vocabulary	METALANGUAGE (SECONDARY)						
		Where appropriate, continue to develop and strengthen pupils' vocabulary. • Revisit and reinforce vocabulary items and learner strategies taught previously						
DEVELOPMENT OF RICH VOCABULARY ...and develop knowledge about vocabulary...	LO2: Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills	BUILDING AND ENRICHING VOCABULARY						
		• Develop a rich vocabulary through:						
		◦ extensive reading						
		◦ learning words specific to content areas/ subjects						
		◦ using a dictionary and/ or online resources routinely to:						
		- look up/ clarify meaning of words						
		- look up information about words (e.g., word class, how the word is used in a sentence, pronunciation) [®]						
		◦ using a thesaurus to look up synonyms						
		• Deduce meaning of words from how they are used in context:						
		◦ use of contextual clues						
		◦ word class the words belong to						
		• Deduce meaning of words from how they relate to one another:						
		◦ words belonging to the same lexical field (e.g., 'global warming' and 'pollution' belong to the lexical field 'environment')						
		◦ words which are synonyms (e.g., pain/ discomfort)						
		◦ word which are near synonyms (e.g., in the word cline, pleased – delighted – jubilant)						
◦ words which are antonyms (e.g., valuable/ worthless)								
◦ words which are hyponyms: type of (e.g., ballet, folk dance, foxtrot → types of dance)								
◦ words which are meronyms: part of (e.g., accelerator, airbag, fuel gauge → parts of a car)								
◦ words which are homonyms: spelt and/or pronounced alike but have different meanings (e.g., signet/ cygnet)								
• Learn the vocabulary of fixed expressions and what they mean:								
◦ phrasal verbs (e.g., look into → investigate)								
◦ collocations (e.g., broad daylight ✓, wide daylight ✗)								
◦ idioms (e.g., see eye to eye → think alike)								
◦ proverbs (e.g., Don't put the cart before the horse. → Do things in the right order.)								

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VOCABULARY			SECONDARY					REMARKS
FOCUS AREAS	LEARNING OUTCOMES	ITEMS AND LEARNER STRATEGIES	1N	1E/2N	2E/3N	3E/4N	4E/5N	
DEVELOPMENT OF RICH VOCABULARY ...and develop knowledge about vocabulary... (continued)	LO2: Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills (continued)	<ul style="list-style-type: none"> • Recognise how words are formed: <ul style="list-style-type: none"> ◦ affixation: joining prefixes and suffixes to base words (e.g., auto + pilot → autopilot) ◦ acronyms (e.g., AIDS: Acquired Immune Deficiency Syndrome) ◦ clipping (e.g., laboratory → lab) ◦ blending (e.g., cybernetic + organism → cyborg) ◦ <i>initialisms</i> (e.g., <i>scuba: self-contained underwater breathing apparatus</i>) • Recognise the playful use of words in spoken and written language: <ul style="list-style-type: none"> ◦ jokes ◦ riddles ◦ puns 						
		USE OF VOCABULARY ...for the purposeful use of rich language.	LO3: Use words appropriate for purpose, audience, context and culture	USING APPROPRIATE VOCABULARY <ul style="list-style-type: none"> • Use words appropriate to: <ul style="list-style-type: none"> ◦ type of texts (e.g., explanations: technical language, expositions: persuasive language) ◦ medium (spoken or written) ◦ register (formal/ informal) ◦ context (e.g., euphemism) ◦ culture (e.g., taboo words) ◦ region (e.g., boot: British English, trunk: American English) • Use collocations, idioms, proverbs and phrasal verbs appropriately • Recognise and use literary language, e.g., <ul style="list-style-type: none"> ◦ simile (e.g., My love is like a red, red rose.) ◦ imagery (e.g., The use of 'crying rain clouds' evokes a sense of sadness.) ◦ metaphor (e.g., All the world's a stage.) ◦ personification (e.g., blind justice) ◦ hyperbole (e.g., You are so light I could knock you over with a feather.) ◦ irony 				

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Overview Chart

Progression of Skills from Primary 1 to Secondary 4E/ 5N

Teachers will:

- teach all areas of language learning in an integrated manner.
- teach the SSAB and/ or items and structures indicated for each year level.
- reinforce the SSAB and/ or items and structures at increasing levels of difficulty as pupils progress through the year levels.
- extend the teaching of the SSAB and/ or items and structures beyond the stipulated year level or, conversely, introduce them earlier when the pupils are able and ready.

AREAS OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1N	S2N/ 1E	S3N/ 2E	S4N/ 3E	S5N/ 4E
Listening and Viewing	A Positive Disposition towards Active Listening and Viewing	Develop a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect, and by indicating response appropriately.										
	Listening and Viewing Skills and Strategies	Develop perception and recognition of sounds and words in context.						Strengthen perception and recognition of words in context.				
		Develop listening and viewing for understanding by comprehending and interpreting information through the use of a range of listening and viewing skills and learner strategies to process information from spoken, audio and visual texts.						Listen and view for understanding increasingly more complex information, including abstract ideas from diverse spoken, audio and visual texts, by applying the full range of listening and viewing skills and learner strategies.				
	Extensive Listening and Viewing			Listen to and view critically by evaluating spoken, audio and visual texts.		Listen to and view critically by identifying points of view and determining the credibility of the speaker and the psychological appeal of the message.					Listen to and view critically by applying the full range of listening and viewing skills and strategies, including evaluating the relevance and soundness of arguments.	
Listen to, view and respond to a variety of texts in different contexts, i.e., conversations, personal recounts, <i>poetry</i> , narratives and procedures.		Listen to, view and respond to a variety of texts at increasing levels of difficulty in different contexts, including information reports, explanations, factual recounts and expositions.									Listen to, view and respond to the full range of texts, including a mixture of types and forms.	
Reading and Viewing	Reading Comprehension and Viewing Skills, Strategies, Attitudes and Behaviour	Develop Beginning Reading through word identification, including decoding through phonics.										
		Develop Close Reading and Viewing at literal and inferential levels with scaffolding and support from the teacher during Shared Reading of a variety of children's literature.		Strengthen Close Reading and Viewing with guidance from the teacher, using a range of reading skills and learner strategies to process and comprehend a variety of text types at appropriate levels of text difficulty.			Apply the full range of Close Reading and Viewing skills and strategies for Independent Reading of texts at a higher level and based on a wide selection of (a) literary texts which include prose, <i>poetry</i> and drama and (b) informational/ functional texts.					
	Respond and make personal connections with what is read and/ or viewed.		Respond critically to and demonstrate awareness of the language features and organisational structures of texts, and how language is used to achieve impact.									
	Reading and Viewing Different Types of Rich Texts		Read and view closely reading-age-appropriate selections of literary and informational/ functional texts for children from print and non-print sources.		Read and view closely and critically a variety of literary and informational/ functional texts from print and non-print sources.			Read and view closely and critically literary selections of prose, <i>poetry</i> and drama, and informational/ functional texts from diverse print and non-print sources, at increasing levels of text difficulty, for learning in the literary/ content areas and to understand how language works in context.				
	Extensive Reading and Viewing		Read, view and respond to reading-age-appropriate texts and readers, i.e., <i>poetry</i> , personal recounts, narratives, procedures and information reports.		Read, view and respond to a wider range of reading-age-appropriate and high-interest materials from print and non-print sources, including factual recounts, explanations and expositions.			Read, view and respond to a wide range of reading-age-appropriate and high-interest materials with more thought-provoking themes and rich texts of different genres, from diverse print and non-print sources. Respond to and discuss critically what is read and viewed.				

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Overview Chart

Progression of Skills from Primary 1 to Secondary 4E/ 5N

Teachers will:

- teach all areas of language learning in an integrated manner.
- teach the SSAB and/ or items and structures indicated for each year level.
- reinforce the SSAB and/ or items and structures at increasing levels of difficulty as pupils progress through the year levels.
- extend the teaching of the SSAB and/ or items and structures beyond the stipulated year level or, conversely, introduce them earlier when the pupils are able and ready.

AREAS OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1N	S2N/ 1E	S3N/ 2E	S4N/ 3E	S5N/ 4E
Speaking and Representing	Features of Spoken Language	Develop an awareness of the basic features of spoken language.				Develop greater awareness of the features of spoken language, including awareness of the differences between spoken and written forms of the language.						
	Speaking and Representing Skills and Strategies	Speak clearly and fluently with accurate pronunciation and appropriate intonation.										
		Plan and organise simple presentations by identifying purpose, audience and context for appropriate delivery.				Plan and organise more sophisticated presentations by using appropriate register and discourse markers to guide the audience and integrating information from diverse sources. Elaborate on/ Substantiate points and enhance meaning through the use of literary language and wide vocabulary.						
		Plan and organise presentations by conveying facts, ideas and points of view and by integrating selected audio and visual resources, and verbal and/ or non-verbal cues for effective delivery.										
		Interact and discuss with, and present and respond to different audiences to communicate meaning while observing appropriate behaviour and social norms.					Interact and discuss with, and present and respond to different audiences to communicate meaning while observing a wider range of social norms and cultural values.					
	Types of Spoken Texts	Produce and convey in multimodal ways a variety of spoken texts, i.e., conversations, poetry, personal recounts, narratives and procedures for different purposes, audiences, contexts and cultures.		Produce and convey in multimodal ways a variety of spoken texts of increasing difficulty and complexity, i.e., factual recounts, information reports, explanations and expositions for different purposes, audiences, contexts and cultures.				Produce and convey in multimodal ways the full range of spoken texts, including a mixture of types and forms, for different purposes, audiences, contexts and cultures.				
Writing and Representing	Mechanics of Writing	Develop writing readiness and write in print script. Apply spelling skills and strategies accurately for writing age/ year level-appropriate high frequency words.		Write fluently in cursive script. Apply spelling skills and learner strategies accurately for writing frequently misspelled and multisyllabic words.			Apply spelling skills and learner strategies for writing accurately and consistently in internationally acceptable English (Standard English).					
	Writing and Representing Skills and Strategies	Learn to write about and represent a shared experience, by generating, developing, organising and revising ideas together with the teacher.		Apply skills for idea generation, selection, development, organisation and revision so as to address the writer's purpose, needs of the audience, context and culture in writing and representing.			Apply increasingly sophisticated and higher-order skills for idea generation, selection, development, organisation and revision so as to achieve intended effects and precision of expression in writing and representing.					
	Types of Texts	Produce a variety of texts for creative and personal expression and for academic and functional purposes, using an appropriate tone and register. Texts for creative and personal expression are poetry (for exposure only), personal recounts and narratives. Texts for academic and functional purposes are lists, procedures, notes, letters, email and notices, factual recounts, information reports, explanations and expositions.										
		Focus on enjoyment and learning to write. Construct texts jointly with the teacher and the class.				Write with an awareness of the organisational structures and language features of the different types of texts. Focus on creating a variety of multimodal texts.			Apply knowledge of organisational structures and language features to create a variety of increasingly sophisticated types of texts, including multimodal texts which may comprise a mixture of types and forms.			

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Overview Chart

Progression of Skills from Primary 1 to Secondary 4E/ 5N

Teachers will:

- teach all areas of language learning in an integrated manner.
- teach the SSAB and/ or items and structures indicated for each year level.
- reinforce the SSAB and/ or items and structures at increasing levels of difficulty as pupils progress through the year levels.
- extend the teaching of the SSAB and/ or items and structures beyond the stipulated year level or, conversely, introduce them earlier when the pupils are able and ready.

AREAS OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1N	S2N/ 1E	S3N/ 2E	S4N/ 3E	S5N/ 4E
Grammar	Use of Terms	Focus on the experience and enjoyment of language. Begin explicit teaching of metalanguage in meaningful contexts, based on the needs and abilities of pupils.		Use grammatical terms to talk about how language works at the text level and during editing and self-correction.				Revisit and reinforce grammatical terms learned previously.				
	Grammar at Word, Phrase and Sentence Levels	Apply knowledge of grammatical rules at the word, phrase and sentence levels.						Revisit grammatical rules learned previously. Identify errors to address recurring language errors and develop greater control in the use of language for speaking, writing and representing.				
	Grammar at Text Level			Use cohesive devices and grammatical structures to create links across different clauses, sentences and paragraphs. Identify and apply knowledge of language features in different types of texts during speaking, writing and representing. Show understanding of how the purposeful use of language shapes meaning in texts.				Apply knowledge of cohesive devices and grammatical structures to achieve coherence in texts. Apply knowledge of language features of texts and reproduce them in a full range of texts, including a mixture of types and forms. Show understanding of how the purposeful use of language shapes meaning in texts.				
Vocabulary	Use of Terms	Focus on the experience and enjoyment of language. Begin explicit teaching of metalanguage in meaningful contexts, based on the needs and abilities of pupils.		Use vocabulary terms to talk about how language works at the text level and during editing and self-correction.				Revisit and reinforce vocabulary terms learned previously.				
	Development of Rich Vocabulary	Develop vocabulary through exposure to rich texts and extensive reading.		Develop vocabulary through the use of print and online resources.				Develop vocabulary through extensive reading and learn words specific to content areas/ subjects.				
		Use various learner strategies to deduce the meaning of words.				Recognise the playful use of words in spoken and written language.		Recognise the playful use of words in a wider range of texts in spoken and written language.				
	Use of Vocabulary	Use words appropriate for purpose, audience, context and culture.										
		Recognise and use literary language.				Use and recognise the more sophisticated literary language used by writers to achieve meaning and impact.						

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Chapter Three

Role of the Language Teacher

Teaching for Learning

As leaders in the language learning process,¹ EL teachers need to make decisions about how to develop a language curriculum that will meet the needs, abilities and interests of their pupils at each year level and across the school years. They will engage pupils in learning grammar and vocabulary to support the development of their listening, reading, viewing, speaking, writing and representing skills, so as to achieve the Learning Outcomes (LOs) in the syllabus.

EL teachers will design and adapt learning experiences and activities that will meaningfully integrate a series of language lessons. They will also align their teaching processes with their pupils' learning progress and continually make decisions as flexible problem solvers² in response to pupils' needs and gaps in their learning.

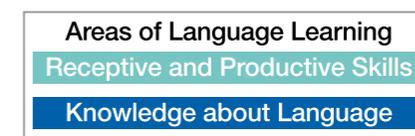
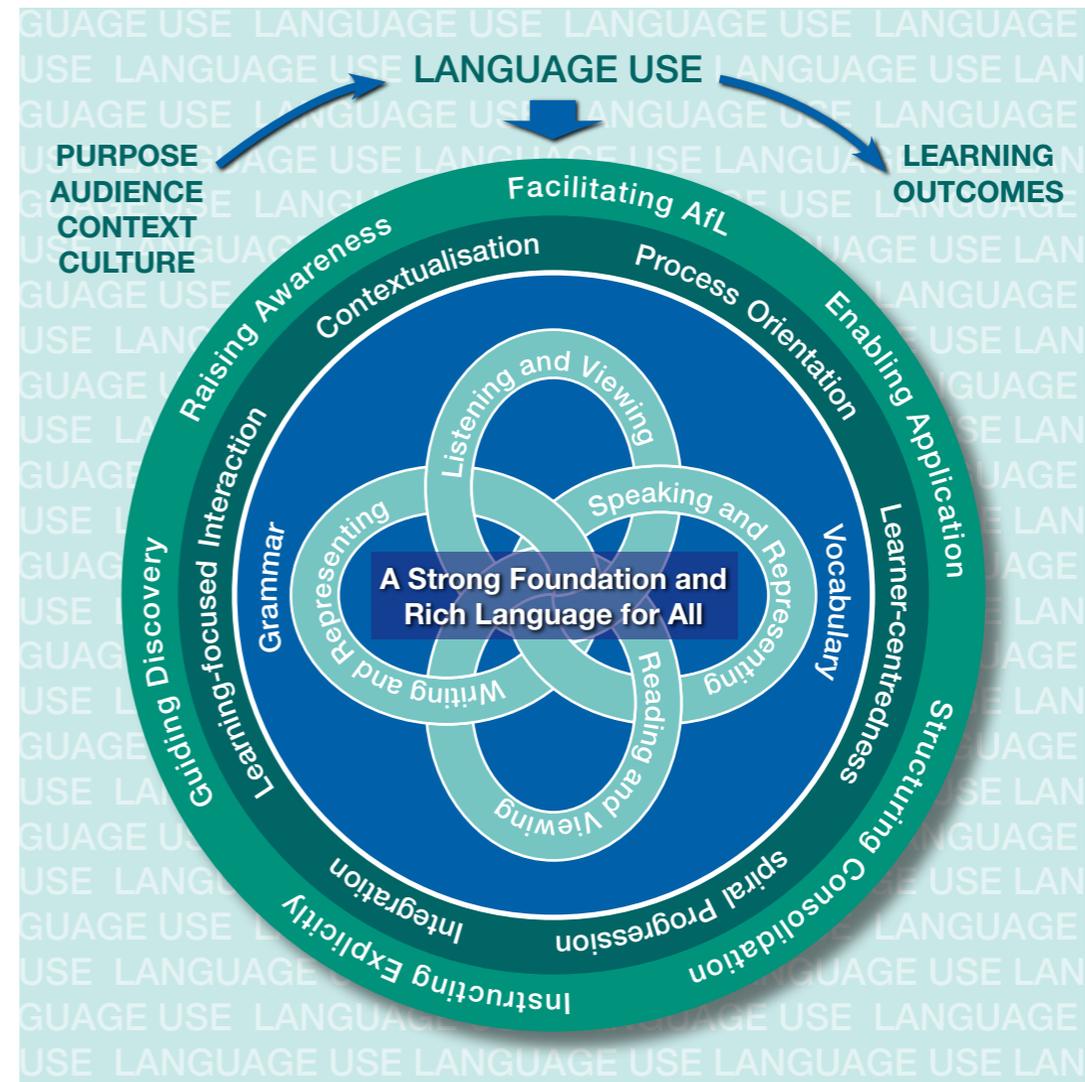
Effective teachers scaffold pupils' learning by using teaching strategies that provide guidance and support for pupils so as to bridge the gap between pupils' current skill levels and the desired skill levels. As pupils become more proficient and able to complete tasks on their own, teachers can gradually withdraw the scaffold, and the responsibility for learning can be progressively handed over to the pupils.³

CLLIPS AND ACoLADE IN THE EL CLASSROOM

In making decisions about teaching for learning (i.e., what to teach, when and why), teachers will be guided by the six Principles of EL Teaching and Learning (CLLIPS) and will take into account the Teaching Processes (ACoLADE).⁴

Teachers will apply CLLIPS when developing the EL instructional programme at the departmental level (i.e., in the department's year plan and schemes of work) and at the classroom level (i.e., in unit plans, lesson plans and classroom teaching). Teachers will also employ ACoLADE at any phase of their EL lessons.

Key Features of the EL Syllabus 2010



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In employing ACoLADE, teachers will note the following:

- There is no exact one-to-one correspondence between each of the six Principles (CLLIPS) and the Teaching Processes (ACoLADE). For example, in the process of Raising Awareness, the teacher could at various points be applying the principles of Learner-centredness, Learning-focused Interaction and Contextualisation.
- ACoLADE is not intended to be carried out in any particular or fixed sequence. For example, a teacher could begin a lesson by Raising Awareness as much as by Guiding Discovery.
- The components of each of the six Teaching Processes (ACoLADE) are not mutually exclusive. For example, while Posing Questions is a component of Guiding Discovery, a teacher could also pose questions during Raising Awareness and Instructing Explicitly.

In summary, the six Principles (CLLIPS) and the Teaching Processes (ACoLADE) guide EL teaching. EL teachers need to use CLLIPS and ACoLADE thoughtfully and flexibly in their instructional planning and classroom teaching. The main considerations to take into account are the needs, abilities and interests of their pupils, and how the deliberate decisions and actions in teaching can impact pupils' learning. The table on the following page gives a visual summary of ACoLADE.

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Teaching Processes (ACoLADE)

Raising Awareness

- **Motivating**
Motivate learning by selecting and varying learning experiences and activities that are enjoyable and interesting to teachers and pupils.⁵
- **Connecting**
Show pupils how to activate their prior knowledge, and help them **make connections** between what they know and what they are learning, and between classroom activities, texts and the wider world.⁶
- **Focusing**
Help pupils understand the learning goals of classroom activities and tasks, and **focus attention** on attaining these goals.⁷

Structuring Consolidation

- **Reinforcing**
Reinforce learning⁸ by strengthening pupils' knowledge and skilfulness, and showing them how to use and apply the knowledge and skills to new contexts so that the learning becomes meaningful and personally relevant.

Facilitating AfL (Assessment for Learning)⁹

- **Diagnosing**
Diagnose pupils' needs, abilities and interests. Identify learning gaps, and modify or adapt teaching methods to improve learning.
- **Monitoring**
Monitor pupils' learning and, at the same time, develop their metacognitive awareness by guiding them to notice, monitor and regulate how they are learning.¹⁰
- **Feeding-Forward**¹¹
Give timely and useful feedback that focuses on what pupils can do differently to improve, and provide opportunities for pupils to act on the feedback by determining the next steps to improve their learning.¹²

Guiding Discovery¹⁴

- **Prompting**
Prompt pupils to use what they already know and can do,¹⁵ to learn about a skill, strategy, process, concept, rule or principle without explicit instruction.
- **Posing Questions**
Pose questions, and develop pupils' ability to apply questioning strategies,¹⁶ in order to generate thoughtful discussion.
- **Facilitating**
Facilitate a supportive learning environment by structuring and managing procedures and resources for learning.

Enabling Application

- **Modelling**
Model how to apply a skill, strategy or process by demonstrating it and providing the language that pupils need.¹³
- **Co-constructing**
Let pupils co-construct a task or a response to a learning activity, recalling and applying learned knowledge or skill/s by collaboratively working through it with their teacher and/or peers.

Instructing Explicitly¹⁷

- **Explaining**
Explain directly and systematically a skill, learner strategy, process or topic by defining, describing and giving reasons for learning it.¹⁸
- **Clarifying**
Help pupils become clear about a skill, learner strategy, process or topic through exemplification, and through analysing and questioning assumptions.

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THE ENGLISH LANGUAGE CURRICULUM FROM PRIMARY TO SECONDARY

In planning instruction at the Primary and Secondary levels, teachers will bear in mind the needs, abilities and interests of their pupils and the Learning Outcomes to be achieved.

Lower Primary

At the Lower Primary levels, pupils will build a strong foundation in English through a balanced language and literacy programme using the Shared Book Approach (SBA), the Modified Language Experience Approach (MLEA) and Learning Centres (LC):

- SBA promotes language development using motivating and enjoyable Big Books of enlarged print and illustrations to support many listening, speaking, reading and word study activities. It provides for the development of decoding skills through phonics instruction and of comprehension skills and personal response through brief but targeted follow-up activities in the context of the Big Books.
- MLEA extends the integrated language learning of SBA through shared, cooperative learning experiences that provide opportunities for pupils to practise the language skills as an experience is thought about, talked about, written about, and read and re-read. Through these shared experiences and follow-up writing activities in mixed-ability groups, pupils continue to learn about the patterns of English and the processes of reading and writing.
- In LC, pupils get to revisit and revise all the language items, skills and learner strategies introduced in SBA and MLEA. They learn in small, same-ability groups and at their own pace at designated areas in the classroom, with the teacher facilitating learning at a specific LC. This fosters independence as the pupils learn on their own with familiar materials. They also acquire valuable social skills such as cooperation as they work on their reading, listening and word study skills.

The STELLAR (Strategies for English Language Learning and Reading) Programme¹⁹ incorporates these teaching approaches at the Lower Primary levels.

Middle – Upper Primary

At the Middle to Upper Primary levels, pupils will:

- consolidate and extend the skills already learned.
- acquire new skills and knowledge about how language works through extensive listening, reading and viewing; through acquiring metalanguage for talking about language rules, conventions, and language features in texts; as well as through progressively applying their understanding of how these affect meaning and are used by writers and speakers to achieve various communicative purposes.
- progressively develop independence in listening, reading, viewing, speaking, writing and representing, even as opportunities for cooperative learning remain.

The STELLAR Programme incorporates the above emphases through Supported Reading, Know - Want to Know - Learned (K-W-L), Retelling, Writing Process Cycle and Learning Centres.

Lower Secondary

At the Lower Secondary levels, pupils will revisit, apply and learn to deepen and sharpen their use of English through:

- developing constructive attitudes and higher-order skills for active, independent, appreciative and critical listening and viewing of a variety of multimodal texts.
- understanding the features of spoken and written language and strengthening their ability to speak, interact and present confidently and effectively in registers appropriate to purpose, audience, context and culture.
- strengthening their skills in general, and in critical reading and viewing of rich literary works of prose, poetry and drama that provoke thought, judgement and evaluation.
- having greater control over the use of language for idea generation, selection, development, organisation and revision, so as to write and represent clearly, accurately, fluently and appropriately for different purposes, and for more sophisticated audiences and contexts.
- interpreting multimodal information from print and non-print materials, and using such information meaningfully and effectively in all areas of language learning.
- using knowledge about language appropriately, effectively and with ease in listening, reading, viewing, speaking, writing and representing.

Upper Secondary

By the Upper Secondary levels, pupils will demonstrate their use of language skills and learner strategies with confidence and ease when:

- applying critical judgement in listening, reading and viewing, and critically responding to print and non-print materials that provoke thought, judgement and evaluation.
- using multimodal information sources in speaking, writing and representing ideas and thoughts coherently for creative, personal, academic and functional purposes.
- applying their knowledge about language (e.g., language rules, conventions and language features in texts) in error identification, analysis and editing, and showing their understanding of how these affect meaning and are used by writers and speakers to achieve communicative purposes and impact.

Pupils will demonstrate their ability in the use of English in the national examinations. Teachers will guide them in applying their language skills to handle the demands of the tasks with flexibility, understanding and imagination.

Assessing for Learning

Assessment refers to any observation or measurement of the developmental progress and performance of pupils in any area of language learning.²⁰

WHY ASSESS

For teaching and learning to be effective, teachers will identify and monitor pupils' changing needs, abilities and interests so that they can modify or adapt their teaching methods to help pupils improve their learning. Teachers will also give timely and useful feedback to pupils and provide them with opportunities to act on the feedback to improve their learning.

Together, the processes of diagnosing pupils' needs, abilities and interests, monitoring pupils' learning progress, and feeding-forward to improve learning constitute Assessment for Learning (AfL).

Assessment is an integral part of the teaching and learning process and should be aligned with instructional planning decisions.

Aims of Assessment in School

EL teachers will practise AfL to:

- promote and improve pupils' learning.²¹
- establish what pupils can do as learners of English based on the aims and learning outcomes in the syllabus.

Teachers will align assessment with the aims and learning outcomes in the syllabus by encouraging pupils to:

- **listen, read and view** critically and with accuracy, understanding and appreciation a wide range of literary and informational/ functional texts from print and non-print sources.
- **speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.
- **understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/ writers put words together and use language to communicate meaning and achieve impact.

HOW TO ASSESS

To assess for learning, teachers will:

- **identify pupils' learning gaps and needs** so that teaching strategies and activities can be changed or modified to improve their learning.
- **provide multiple opportunities for pupils to demonstrate their skills and abilities** through meaningful and authentic tasks/ activities so that pupils' development and progress can be monitored, reported and communicated to parents at meaningful points.
- **provide rich, qualitative and formative feedback**, framed in terms of what pupils *can* and *need* to do²², to help them determine the next steps to take to improve their learning.
- **involve pupils actively in learning to assess themselves and each other** (i.e., self and peer assessment respectively) using explicit and clear evaluation criteria that are made known to pupils.

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WHAT TO ASSESS

For assessment to support teaching and learning, it should be aligned with the requirements of the syllabus in the following ways:

Requirements of the Syllabus	What You Need to Consider and Do
<p>Teach pupils all the areas of language learning, namely:</p> <ul style="list-style-type: none"> • Listening, Reading and Viewing (Receptive Skills) • Speaking, Writing and Representing (Productive Skills) • Grammar and Vocabulary (Knowledge about Language) 	<p>Ensure that assessment tasks and resources:</p> <ul style="list-style-type: none"> • reflect the areas of language learning • incorporate a range of types of texts (literary, informational/ functional) • involve the use of a range of print and non-print materials <p>The Learning Outcomes (LOs) should be used to guide decisions on what is to be taught and assessed. As the national examinations can assess only a select range of skills, teaching to the examinations only means that pupils will not be able to learn the full range of skills.</p>
<p>Teach pupils to listen to, read, view, speak, write and represent to demonstrate their language competence.</p>	<p>Assess pupils on their ability to listen to, read, view, speak, write and represent through a variety of tasks and in a variety of contexts, using language that is accurate and fluent.</p> <p>Assess the processes as well as the products of language learning. Check for understanding and provide timely feedback.</p>
<p>Teach pupils how to use English effectively, in a sustained manner and with increasing ease to suit purpose, audience, context and culture as well as in both formal and informal situations.</p>	<p>Set assessment tasks in authentic settings and contexts of accurate and meaningful language use.²³ The assessment tasks can be completed in print and/ or non-print modes.</p>
<p>Teach pupils knowledge about language so that they can use the language effectively for creative, personal, academic and functional purposes.</p>	<p>Set assessment tasks which evaluate pupils' grammatical and lexical accuracy at the word, sentence and text levels.</p>

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TYPES OF ASSESSMENT TASKS

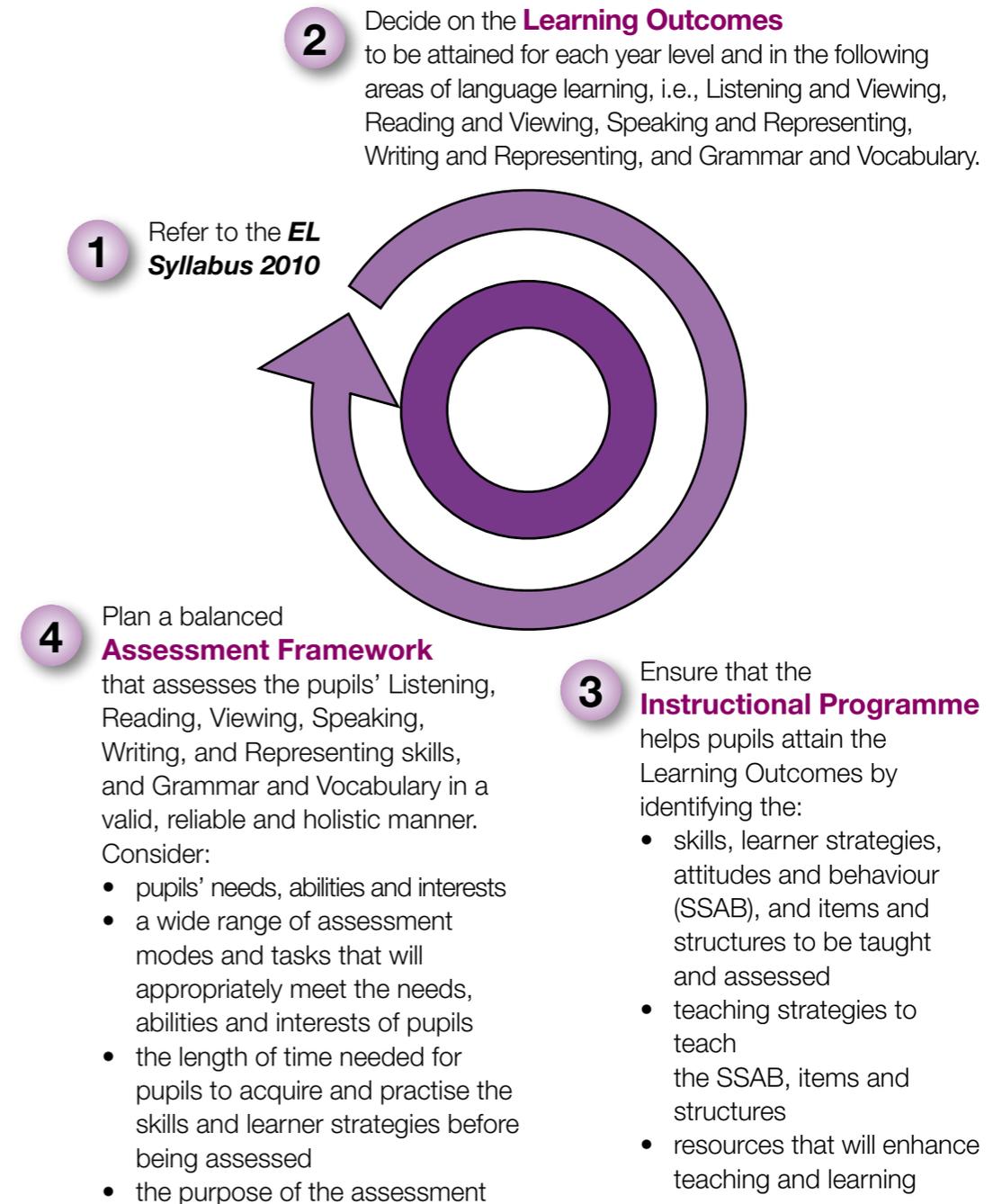
Teachers will assess pupils both formally and informally at a frequency decided by the school using different modes of assessment so that a wide range of skills, learner strategies, attitudes and behaviour can be developed, and items and structures can be learned. The assessment tasks need to take into account different pupil strengths and weaknesses and, hence, different learning outcomes.

The range of assessment modes and tasks includes:

- Informal tests and quizzes which can be given in the form of non-timed, independent assignments at the end of a few units of work
- Performance assessments that assess pupils' skills in carrying out an activity, e.g., staging a role play or giving an oral presentation
- Portfolios consisting of pupils' own choice of written work, multimedia productions, and learning logs/ journals, which record pupils' achievements for the year, teachers' comments and pupils' reflections
- Pupil profiling, through the use of checklists and classroom observations by teachers or through self-evaluation by pupils, e.g., self-evaluation records or checklists
- Teacher-pupil conferencing on a written product/ representation in order to help pupils make improvements by using a set of criteria and giving specific comments

PLANNING A BALANCED ASSESSMENT FRAMEWORK

When planning assessment in school, teachers will implement a balanced system of learning and assessment by aligning assessment with the requirements of the *EL Syllabus 2010*. Teachers will use the following as a guide:



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NOTES AND IN-TEXT REFERENCES

- ¹ Inhelder, B., & Piaget, J., 1958.
- ² Ministry of Education, 2003a, p. 79.
- ³ Pintrich, P.R., & Schunk, D.H., 2002.
- ⁴ Both CLLIPS and ACoLADE have been explained briefly in Chapter 1.
- ⁵ Driscoll, M.P., 2000, pp. 364 – 365.
- ⁶ Lightbown, P., & Spada, N., 1999.
- ⁷ Ministry of Education, 2003a, p. 77.
- ⁸ Ministry of Education, 2003a, p. 77.
- ⁹ Earl, L.M., 2003.
- ¹⁰ Marzano, R.J. et al., 1988.
- ¹¹ Carless, D., Joughin, G., & Mok, M., 2006.
- ¹² Ministry of Education, 2003a, pp. 83 – 85.
- ¹³ McNaughton, S., 2002.
- ¹⁴ Collins, A., & Stevens, A.L., 1983.
- ¹⁵ Ministry of Education, 2003a, p. 81.
- ¹⁶ Ministry of Education, 2003a, p. 82.
- ¹⁷ Harley, B., 1993; Goh, C., & Silver, R. E., 2006.
- ¹⁸ Kerry, T., 2002.
- ¹⁹ For details, the Singapore STELLAR programme outlines its approaches in its General Guidelines.
- ²⁰ See also Curriculum Planning Division, 1991.
- ²¹ Black, P., Harrison, C., Lee, C., Marshall, B. & William, D., 2003. pp. 2 – 3.
- ²² Assessment Reform Group, 1999. p. 7.
- ²³ Teachers must also be mindful of the constraints of context-dependent items such as the layout of the assessment materials (Nitko, 1996, pp. 177 – 178).

Glossary of Terms

For Whom

The key terms in this syllabus are listed here in alphabetical order. Though by no means exhaustive, this list is intended to be a source of quick reference for the EL teacher.

Basis of Selection

These terms are taken from:

Baldick, C. (1996). *The concise Oxford dictionary of literary terms*. New York: Oxford University Press.

Centre for Research on Education, Diversity & Excellence
<http://crede.berkeley.edu/tools/glossary.html>

Cuddon, J.A. (1992). *The Penguin dictionary of literary terms and literary theory* (4th ed.). London: Penguin.

Earl, L.M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. California: Corwin Press, Inc.

Harris, T.L. (1981). *A dictionary of reading and related terms*. Newark, Delaware: International Reading Association.

Harmon, W., & Holman, H. (2003). *A handbook to literature* (9th ed.). New Jersey: Prentice Hall.

Jones, S.A., & Deterding, D. (2007). *Phonics and beginning reading*. London: McGraw Hill.

National Educational Technology Standards for Students
http://cnets.iste.org/students/s_glossary.html

Matthews, P.H. (2007). *Concise dictionary of Linguistics*. (2nd ed.). UK: Oxford.

Ministry of Education (2003). *Effective literacy practices in years 1 to 4*. New Zealand: Learning Media Limited.

Quinn, E. (2004). *Collins dictionary of literary terms*. Glasgow: HarperCollins.

Richards, J.C., & Rodgers, T.S. (1986). *Approaches and methods in language teaching: A description and analysis*. USA: Cambridge University Press.

Richards, J.C., & Schmidt, R. (2002). *Longman dictionary of language teaching & applied linguistics* (3rd ed.). Malaysia: Longman.

Wolvin, A., & Coakley, C.G. (1996). *Listening* (5th ed.). USA: Brown & Benchmark Publishers.

TERMS IN ALPHABETICAL ORDER

Affix	A letter or syllable that is added to the beginning or end of a word to make a different word, tense, etc.
Appeal to Authority	A call upon an expert to strengthen an argument made by the writer.
Assessment for Learning	Assessment which has a formative purpose in that it is used to provide useful feedback to teachers and pupils that can improve both teaching and learning. The term is often used in contrast to assessment of learning which is summative in nature and aims to certify learning for reporting to stakeholders about pupils' learning achievements.
Assessment Task	An activity that is set to collect learning achievement data for various purposes, including communicating findings to stakeholders, planning further tasks, and for improving teaching and learning.

Authentic Materials	Texts we encounter in everyday life. These usually demonstrate language in use for some genuine communicative purposes, e.g., dialogue as found in television programmes, public announcements, written brochures and advertisements.	Connotation	Overtones or suggestions of additional meaning that a word gains from the context in which it is used. It usually refers to implied or non-literal meaning.
Automaticity	The ability to carry out an activity or to process information without conscious attention.	Contraction	The reduction of a linguistic form and, often, its combination with another form (e.g., I will → I'll; they are → they're; did not → didn't).
Blending	Forming a new word by joining parts of two words.	Cyberwellness	The positive well-being of internet users, involving issues associated with ethical and legal as well as safe and responsible use of information and communication technology (ICT).
Blog	An online diary; a personal chronological log of thoughts published on a web page.	Digraph	Two or more successive letters that make a single sound. For example, ship starts with the <sh> consonant digraph, and road contains the <oa> vowel digraph.
Brainstorming	A technique for idea generation in which a pupil or group of pupils write down as many thoughts as possible on a topic without paying attention to organisation, sentence structure or spelling.	Diphthong	Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, /ɔɪ/ in the word <i>boy</i> .
Clipping	Shortening a word by omitting syllables, e.g., telephone → phone.	Discourse Marker	A word, phrase or clause that signals links or boundaries between parts of a text, beyond the level of a sentence, e.g., A: But then he would be late. B: Well , what if he is? A: To be frank , I don't care.
Cognitive Process	Any mental process which pupils make use of in language learning, such as making inferences, generalising, learning deductively, monitoring and memorising.	Editing	The process of engaging pupils in activities that require correction of discrete language errors in their writing, such as errors in grammar, vocabulary, sentence structure and spelling.
Coherence	The way a text makes sense to the reader through the organisation of its content and the relevance and clarity of its concepts and ideas. Generally, a paragraph has coherence if it is a series of sentences that develop a main idea (i.e., with a topic sentence and supporting sentences which relate to it).	Fluency	A term used to describe oral proficiency or reading level, including automaticity in the rate of comprehension. In writing, it describes a level of proficiency in terms of the ability to produce language with ease.
Compounding	Joining two or more root words without using affixes, e.g., blackbird, bookstore.		

Formal Assessment	Timed tests in a structured setting, usually conducted in the middle and/ or at the end of the school year. Pupils' performance in formally assessed tasks will count towards the award of marks and grades. Assessment criteria for such assessments have to be made known to pupils.	High Progress Learners	Pupils who can work more independently and can be challenged to engage in tasks and processes that require the application of sophisticated skills, including higher-order thinking skills and critical analysis. These pupils may have a stronger grasp of language skills and can attain mastery of complex language concepts and skills more quickly than their peers.
Formative Feedback	Information that provides pupils with direct and useful insight into how and how much they have learned, and the directions they must take to develop further or improve. In teaching, it is the ongoing evaluation of teaching conducted by the teacher to improve curriculum and instructional planning.	Homonym	A word that is identical in form with another word, either in sound (as a homophone) or in spelling (as a homograph), or in both, but differs from it in meaning: days/ daze, or lead (guide)/ lead (metal), or pitch (throw)/ pitch (tar). Identity of form between two or more words is known as homonymy.
Freewriting	A type of writing for idea generation and expression in which pupils write freely about a topic. The goal is to write without worrying about grammatical accuracy in order to develop fluency in writing.	Hyponym	A word whose meaning is a specific instance of a more general word (e.g., red, white, blue, etc., are hyponyms of colour).
Functions of Language	Language is often described as having the following major functions: a descriptive function, a social function, an expressive function and a textual function (i.e., for creating written and spoken texts).	Idiom	A phrase or grammatical construction whose meaning is not equivalent to that of its component words, e.g., <i>follow suit</i> , <i>flat broke</i> .
Genres	Distinctive and recognisable patterns and norms of text organisation and structure. Texts of different genres present different ways of communicating ideas and information so as to address a variety of purposes, the needs of different audiences and contexts, e.g., sports writing, crime fiction. In the study of literature or literary texts, the term <i>genres</i> refers specifically to the common classifications of texts, e.g., <i>prose</i> , <i>poetry</i> and <i>drama</i> .	Imagery	The use of words and phrases to create a picture or an idea of something. Imagery (or "images" taken collectively) usually appeals to the five senses.
		Informal Assessment	Evaluation of pupils' learning and/ or performance that does not contribute to the award of marks and grades but serves assessment for learning purposes, i.e., to provide useful and immediate feedback to pupils for improving learning, and to the teacher for determining what more to follow up with pupils and how to improve teaching. Informal assessment is part of classroom routines and learning activities. Inventories, checklists, rating scales and rubrics are used in place of prescribed or standardised criteria for scoring. Examples of informal assessment modes are observations, performance and portfolio assessments, peer and self-evaluation, and teacher-pupil conferencing.

Information and Communication Technology (ICT) A range of technologies for gathering, storing, retrieving, processing, analysing, and transmitting information. Examples of such technologies are computers, handheld devices, and the Internet.

Information Literacy The ability to access and evaluate information from different sources, and use it meaningfully and effectively.

Informational/ Functional Texts Writing about real people, places and events, largely giving factual information to readers. Writers can shape the information according to their purpose and viewpoint, to meet the needs of their audience or the context.

Reports, biographies and news articles are examples of informational/ functional texts.

Learning Outcome An expected attainment target to be achieved as a result of teacher instruction. It specifies the desired result or output; not the input (e.g., content and methods). The key question it addresses is: What will pupils know and be able to do as a result of instruction?

To determine if outcomes have been attained or achieved, pupils are expected to demonstrate mastery of basic language skills, learner strategies, attitudes and behaviour, and items and structures, which can be measured through informal or formal assessment tasks.

Literary Techniques Specific, deliberate constructions, choices of language or strategies which a writer uses to convey, reinforce and enhance meaning in literary writing (e.g., use of direct speech, twist-in-the-tale).

Literary Texts Texts that relate an event, a series of events or a story. A literary text can be imaginary, as in a short story.

Low Progress Learners Pupils who require more scaffolding in their learning of language skills. These pupils may not be equipped with an adequate language background or prior knowledge needed for the completion of tasks and so need more time than their peers in attaining understanding and mastery of the skills.

Media Literacy The ability to access, analyse, evaluate and create information in a variety of forms and media.

Meronym A word that names a part of a larger whole (e.g., 'steering wheel' is part of a 'car').

Multimedia Use of text, audio, graphics, animation and/ or video to represent information and ideas in more than one form.

Multimodal Use of more than one mode of communication – spoken, written, visual, gestural, spatial – in a single text to convey meaning.

Onset The part of the syllable that precedes the vowel. For example, the letter <h> is an onset in *hop*, and the letters <sc> is an onset in *scotch*. Some syllables have no onset, as in *at* or *on*.

Peer Editing An activity in the process of writing in which pupils receive feedback about their writing from other pupils/ peers. For example, in the revising and editing of work, pupils can work in pairs or small groups, read each other's writing and ask questions or give comments and/ or suggestions.

Performance Assessment Assessment carried out through teacher observation of pupils' performance of an authentic task or activity. It makes use of a set of specific band descriptors, rubrics or a checklist to monitor and document pupils' progress in their listening, reading, viewing, speaking, writing and representing skills.

Phonemes The smallest units of speech sound that make a difference in communication. For example, *fly* consists of three phonemes: /f/-/l/-/aɪ/.

Phonemic Awareness	Ability to focus on, discriminate and manipulate the sequence of phonemes in spoken words.	Rich Texts	Literary and informational/ functional texts which are well-written and engaging. They are rich in content and concern themselves with a variety of ideas, issues, topics and themes. These texts can be multimodal.
Phonics	An instructional design for teaching children to read. Phonics involves teaching children to connect sounds with letters or groups of letters (e.g., that the sound /k/ can be represented by <i>c</i> , <i>k</i> , or <i>ck</i> spellings).	Rime	Used together with onset. Onset refers to the consonant/s at the beginning of a syllable. Rime refers to the vowel and any consonants that follow it. For example, in <i>scotch</i> , the letters <sc> are an onset and the letters <otch> are a rime.
Podcast	A collection of digital media files which is distributed over the Internet.	Root	What remains of a word when all the affixes have been removed from it (e.g., 'respect' is the root of 'disrespectful').
Portfolio	A purposeful collection of work that provides information about a pupil's effort, progress or achievement in a given area. It is a learning as well as an assessment tool.	Scaffolding	A teaching strategy where the teacher and pupils engage in a collaborative task during which the teacher provides demonstrations, support, guidance and input, and gradually withdraws these as the pupils become increasingly independent.
Pun	A humorous use of a word that has more than one meaning, or of words with the same sound but different meanings, e.g., <i>The violinist spent the night in a vile inn</i> (where <i>vile inn</i> sounds like <i>violin</i>).	Scheme of Work	A teaching plan stating the Learning Goals and Learning Outcomes to be achieved for a term or semester, prepared by an individual teacher or a group of teachers.
Reading Readiness	A state of general maturity, based on knowledge, skills and general disposition and aptitude, which allows pupils to learn to read under given instructional conditions.	Self-evaluation	Used interchangeably with self-assessment. It refers to any process where pupils review and assess their own progress and achievement, in tandem with their personal target-setting, in order to improve their language learning.
Register	Variety of language appropriate to the topic, the setting, the participants and the purpose of the interaction. The register that one chooses to use is based on the formality or informality of the context.	Sentence Stress	Emphasis placed on a word in a sentence so that it is heard more prominently than the rest of the words.
Representing	The active process of applying skills and strategies to present facts, ideas and points of view through a variety of audio and visual texts/ forms.	Sight Vocabulary	Words that can be identified immediately without being decoded.
Revising/ Revision	The process of engaging in thinking about writing to improve areas such as organisation and focus, so that the writing fulfils its intended purpose and addresses the reader's needs.	Sight Word	A word that has to be learned by sight as it cannot be easily decoded by means of the principles of phonics. For example, <i>one</i> , <i>head</i> , <i>what</i> , <i>could</i> , <i>eye</i> and <i>tongue</i> all have unexpected pronunciation so they are taught as sight words.
Rhyme	If two words or lines of poetry rhyme, they end with a similar sound, e.g., <i>take</i> and <i>cake</i> .		

Stanza	A group of verse lines forming a section of a poem and sharing the same structure as all or some of the other sections of the same poem, in terms of the lengths of its lines, its metre and, usually, its rhyme scheme.	Text	Refers broadly to both print and non-print material which can be spoken, audio and/ or visual.
Stress	See Sentence Stress and Word Stress .	Text Form	The purpose of a text may be expressed in various forms, depending on the intended audience. Examples of narrative text forms include fairy tales, fables, short stories and novels, while procedures can take the form of instructions or recipes.
Syllable	Part of a word that usually consists of a vowel sound with one or more preceding and following consonants. For example, <i>pet</i> has one syllable while <i>carpet</i> has two and <i>carpeting</i> has three.		Within a text <u>form</u> , there may be features characteristic of various text <u>types</u> . For example, a letter of complaint to the news editor may have characteristics of a factual and/ or personal recount, as well as those of an exposition.
Syllabication	The process of breaking a word into syllables, or the forming of syllables.	Text Type	The purpose and context of a text determine its <u>type</u> . Text types (e.g., personal recounts, narratives, factual recounts, information reports and expositions) are defined by their purposes.
Systematic Instruction	The design and delivery of instruction that examines the learning outcomes to be achieved and selects and sequences the essential skills, learner strategies, attitudes and behaviour, and items and structures necessary to achieve them. Instruction is introduced in sequential units, building on prior knowledge and integrating what the pupils know with what they need to learn. Progression is made from easier skills and tasks to more challenging ones. Previously taught skills are also revisited and reinforced to consolidate learning.	Text/ Paragraph Structure	The organisational pattern of ideas and information that is required for coherence in a text/ paragraph.
Task	Within the classroom, an activity that is designed to help pupils acquire or develop a specific skill, learner strategy, attitude, behaviour, item and/ or structure or, specifically, a learning outcome.	Theme	In non-fiction prose, theme is the main idea of the piece; in literature, it is the dominating idea or the “message” implicit in a work. Seldom stated directly in the writing, it is an abstract concept that must be inferred by the reader.
Test	A task or situation planned specifically for the assessment of pupils’ achievement. Tests can include: <ul style="list-style-type: none"> • Standardised test items prepared by professional test developers • National public examinations • Short test items devised by teachers for classroom use 	Tone	In Listening and Speaking, it refers to the modulation of the voice that expresses a particular meaning/ feeling/ attitude of the speaker. In Writing, it is the mood or atmosphere of a work. It can also refer to the attitude that the writer/ narrator conveys to the reader (e.g., formal, intimate, pompous) or the writer’s/ narrator’s treatment of the subject-matter (e.g., ironic, light, solemn, satirical).
		Topic	What a text is about, i.e., its subject.

Topic Sentence	A sentence which describes the topic, purpose or main idea of a paragraph, stating what the paragraph is about. A topic sentence may be the first sentence in a paragraph, with the other sentences adding illustrative or supporting details, or it may be the final sentence of a paragraph. Sometimes the topic sentence in a paragraph may not be stated but implied.	Vlog	An online diary that has mainly video content.
Typographical and Visual Features	<p>Typographical features in a text can include the font type, colour and size of letters, letter or word spacing, punctuation and line length.</p> <p>Visual features of a text can include its shape, as in poetry.</p> <p>Writers can use typographical and visual features to draw attention to particular words or parts of a text so as to enhance the expression of specific ideas or to create different kinds of impact on readers.</p>	Vodcast	Online delivery of video on demand or video clip content.
Unit Plan	A teaching plan stating the Learning Goals and Learning Outcomes to be achieved for a few weeks and describing a sequence of lessons. It can be prepared by an individual teacher or a group of teachers.	Voice	The self-representation or positioning that writers present in a text. Voice may be reflected in the way they represent the world, in their relative tentativeness or authority in terms of their relationship with readers, and in their preferred way of turning meaning into text.
Utterance	Minimally, a spoken word, phrase or sentence. It may also consist of more than one sentence.	Vowel	<p>(1) A “vowel letter” is one of <a>, <e>, <i>, <o> or <u>.</p> <p>(2) A “vowel sound” is a sound that is produced without a constriction in the vocal tract, such as /a:/ or /eɪ/.</p>
Viewing	The active process of applying skills and learner strategies to interpret and understand a variety of visual texts.	Writing Conference	An activity in the teaching of writing in which the teacher and pupil/s meet for a short period of time to discuss the pupil's writing and different aspects of the writing process.
Visual Literacy	The ability to construct meaning from symbols and images, and to communicate through visual means.	Writing Processes	The skills, strategies, procedures and decision-making employed by writers as they write. Writing is viewed as the result of complex processes of planning (idea generation, development and organisation), reviewing and revision.
Visual Resources	Still and moving images and other features such as transitions, colours, shape and shading.	Word Family	Words that share rime in patterns of onset-rime, such as <c-at>, <h-at>, <b-at>.
Visual Texts	Texts that are constructed using only images (still or moving) or that have a combination of image and written/ oral language. Examples include illustrations, maps, posters, TV broadcasts, and films.	Word Stress	Emphasis placed on a syllable in a word so that it is heard more prominently than the other syllable/s.
		Year Levels	They refer to: Lower Primary – Primary 1 and 2 Middle Primary – Primary 3 and 4 Upper Primary – Primary 5 and 6 Lower Secondary – Secondary 1 and 2 Upper Secondary – Secondary 3, 4 and 5
		Year Plan	A broadly-outlined instructional programme for a school year or level of study developed on the basis of selected learning goals. Usually prepared by a group of teachers.

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SCHOOLS VISITED AND CONSULTED (2005)

Primary Schools

Anglo-Chinese Primary School
(Barker Road)
Ai Tong Primary
Bedok Green Primary
Blangah Rise Primary
Coral Primary
Edgefield Primary
Fengshan Primary
First Toa Payoh Primary
Griffiths Primary
Huamin Primary
Hong Wen School
Kheng Cheng School
Nanyang Primary
Northland Primary
Northview Primary
Princess Elizabeth Primary
Rulang Primary
Woodlands Primary
Woodlands Ring Primary

Secondary Schools

Bartley Secondary
Bishan Park Secondary
Broadrick Secondary
Bukit Batok Secondary
Guangyang Secondary
Hougang Secondary
Mayflower Secondary
Orchid Park Secondary
Ping Yi Secondary
Si Ling Secondary
St Andrew's Secondary
Westwood Secondary
Zhenghua Secondary

Integrated Programme (IP) Schools

Hwa Chong Institution
Nanyang Girls' High School
Raffles Institution

International Schools

Australian International School
Singapore American School
United World College

PARTICIPATING SCHOOLS AT THE EL SYLLABUS 2010 CRITIQUE SESSIONS (JANUARY – NOVEMBER 2006)

Primary Schools

Anderson Primary
Bukit Panjang Primary
Farrer Park Primary
Fuchun Primary
Greenwood Primary
Hongwen Primary
Jurong Primary
Keming Primary
Nanyang Primary
Northland Primary
Pandan Primary
Paya Lebar Methodist Primary
Rulang Primary
Rosyth School
Xishan Primary
Yew Tee Primary
Yuhua Primary
Woodlands Primary

Secondary Schools

Anglican High School
Bukit Merah Secondary
Changkat Changi Secondary
Christ Church Secondary
Bedok South Secondary
Bedok View Secondary
Bendemeer Secondary
Deyi Secondary
Dunearn Secondary
Henderson Secondary
Hougang Secondary
Manjusri Secondary
Nan Hua High School
Singapore Sports School
Yusof Ishak Secondary

International School

Singapore International School (SIS),
Hong Kong

SCHOOLS WHICH PARTICIPATED IN STELLAR PHASE 1 PILOT (2006)

Ang Mo Kio Primary
Bukit Panjang Primary
Bukit View Primary
Canberra Primary
CHIJ (Katong) Primary
CHIJ (Kellock) Primary
Concord Primary
Coral Primary
Eunos Primary
Fengshan Primary
Gan Eng Seng Primary
Lakeside Primary
MacPherson Primary
Marsiling Primary
Northland Primary

Pandan Primary
Pei Tong Primary
Princess Elizabeth Primary
Punggol Primary
Qihua Primary
Queenstown Primary
Radin Mas Primary
St Andrew's Junior
Tampines North Primary
Tanjong Katong Primary
Teck Whye Primary
Woodlands Primary
Xinghua Primary
Yishun Primary
Yu Neng Primary

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SCHOOLS WHICH PILOTED THE EL SYLLABUS 2010 (OCTOBER 2007 – MARCH 2008)

Assumption English School	Ngee Ann Secondary
Bedok South Secondary	Paya Lebar Methodist Girls' (Secondary)
Bukit Batok Secondary	Ping Yi Secondary
Canberra Secondary	Queenstown Secondary
CHIJ, Secondary (Toa Payoh)	St Andrew's Secondary
CHIJ St Nicholas Girls' (Secondary)	Swiss Cottage Secondary
Chong Boon Secondary	Tanglin Secondary
Damai Secondary	Tanjong Katong Secondary
Gan Eng Seng School	Telok Kurau Secondary
Hougang Secondary	Xinmin Secondary
Nan Hua High School	Yuan Ching Secondary

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