

# English Language Syllabus 2010

## Primary (Foundation) & Secondary (Normal [Technical])



*A Strong Foundation  
and Rich Language for All*

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## 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. For pupils taking Foundation English (FEL) and in the Normal (Technical) (N(T)) English course, the Committee recommended that the English Language (EL) curriculum prepares them for real world communication needs.

The review of the 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 FEL and N(T) pupils a strong foundation for effective language use and communication.

The *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])*, to be implemented from 2010 at Secondary 1 Normal Technical and 2013 for FEL learners, 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 FEL & EL N(T) 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

## Introduction

The *English Language Syllabus 2010 for Primary (Foundation) and Secondary (Normal [Technical])* is specially designed for pupils taking Foundation English (FEL) at Primary 5 and 6 and pupils taking Normal (Technical) (N[T]) English from Secondary 1 to 4.

Pupils who take FEL and who are in the N(T) course are typically low progress learners who require more scaffolding in their learning of language skills. These pupils may not be equipped with an adequate language background or prior knowledge for the completion of tasks and so may need more time than their peers to attain understanding and mastery of skills. When teaching these pupils, teachers need to keep in mind the pupils' different learning styles and needs.

The emphasis of this syllabus is on building a strong foundation for developing proficiency in English for everyday situations and functional purposes. Proficiency in English will give pupils access to the business world, the service and entertainment industries, and opportunities for further training and education. At the same time, provisions are made for the more able pupils among them to learn English at a higher level.

Hence, the skills outlined in this syllabus aim at preparing pupils, through lessons and learning experiences involving the use of a vast array of print and non-print texts, to be critical users of information as they interact and engage with peers and social/work groups.

## 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 surveys<sup>1</sup> and research.<sup>2</sup>

## 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 schools<sup>3</sup> 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:

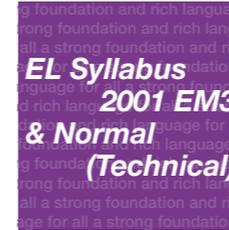
All our pupils will be able to use English to express themselves.

**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 *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.<sup>4</sup> The *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])* will continue to be a **Language Use Syllabus** since “effective communication”<sup>5</sup> 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. The syllabus will continue to be differentiated to meet the special needs and abilities of pupils who take English at the Foundation Level and who are in the N(T) course. In addition, the six principles of learner-centredness, process orientation, integration, contextualisation, spiral progression and interaction<sup>6</sup> 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 *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])*

The *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])* 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 *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])*

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:<sup>7</sup>

- systematic and explicit instruction to build a strong foundation in the language skills, grammar and vocabulary; and
- a contextualised, holistic and experiential 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 in the EL Syllabus 2010 for lower and middle primary 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.

- 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.

In addition, *the foundation of language learning for the FEL and N(T)* pupils will be strengthened through:

- attention to corrective reading skills and basic literacy at the primary levels.
- a greater focus on oral communication through presentation and practice at all levels.
- greater attention on suitable pedagogy for these pupils.

*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 film, 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/ or 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.

In addition, the EL curriculum for the FEL and N(T) pupils will be enriched through:

- reading and viewing widely short texts and readers with a suitable high interest content and a controlled vocabulary.

Such language exposure will broaden pupils' experiences and give them meaningful contexts for learning English. Pupils will 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".<sup>8</sup> As pupils progress through the year levels, they will learn to use English at incremental levels of difficulty.

# Syllabus Aims

By the end of Secondary education, pupils will be able to achieve functional fluency in English as a result of their development in the following areas:<sup>9</sup>

**Listening,  
Reading and  
Viewing**  
(Receptive  
Skills)

1. **Listen, read and view** critically and with accuracy and understanding 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.*

**Speaking,  
Writing and  
Representing**  
(Productive  
Skills)

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.<sup>10</sup>

*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.*

**Grammar and  
Vocabulary**  
(Knowledge  
about  
Language)

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.

*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*,<sup>11</sup> are:

## CONTEXTUALISATION

Learning tasks and activities will be designed for pupils to learn the language in familiar, 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 and more interactive pedagogies will be used to engage them and to strengthen their language development.

## LEARNING-FOCUSED INTERACTION

The teacher will provide a visually and experientially 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 by providing opportunities for success 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 help the FEL and N(T) EL learners make 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. The teacher will also need to provide many concrete learning experiences to develop pupils' skills and to enhance their understanding. Planned and sequential learning experiences from easy-to-learn skills and concepts to incrementally challenging ones will be taught at a suitable pace.

## SPIRAL PROGRESSION

Skills, grammatical items, structures and various types of texts will be taught, revised and revisited to provide the necessary reinforcement. This will allow pupils to progress from the foundational level to appropriate levels of fluency for functional and communicative purposes and for the workplace.

# Teaching Processes

When planning and delivering EL lessons, teachers will employ the following Teaching Processes (ACoLADE)<sup>12</sup> 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 LEARNING<sup>13</sup>

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.

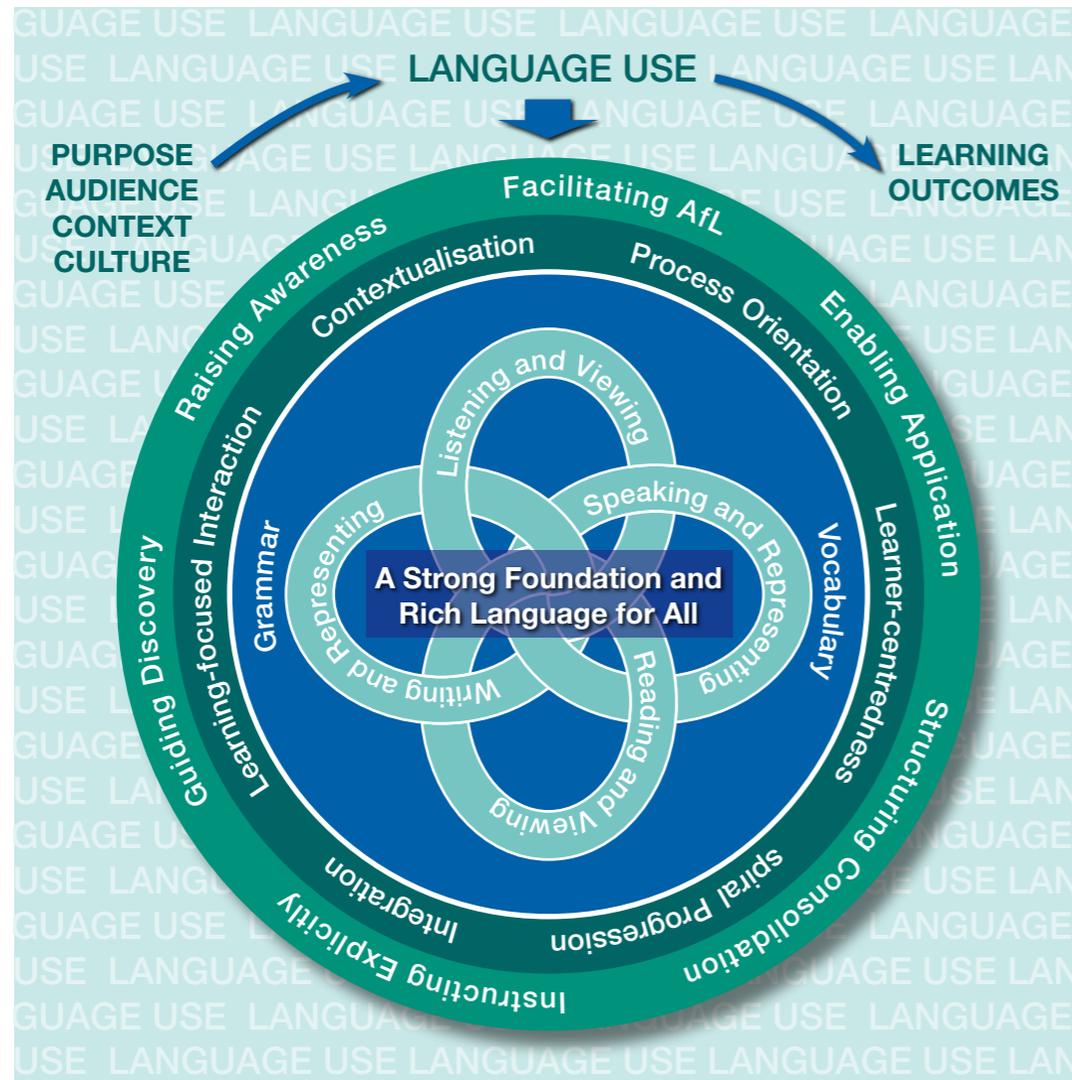
## GUIDING DISCOVERY<sup>14</sup>

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 and functional use.

The key features of the *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])* are shown in the following diagram:



The overarching **aim** of the *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])* is to develop functional fluency and, for the more able pupils, to work towards 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 *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])*, 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.



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**NOTES AND IN-TEXT REFERENCES**

- <sup>1</sup> 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.
- <sup>2</sup> 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.
- <sup>3</sup> Curriculum Planning and Development Division, 2006, p. 5.
- <sup>4</sup> 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.
- <sup>5</sup> 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).
- <sup>6</sup> Curriculum Planning and Development Division, 2001b, p. 4.
- <sup>7</sup> Curriculum Planning and Development Division, 2006, p. 6.
- <sup>8</sup> Curriculum Planning and Development Division, 2001b, p. 4.
- <sup>9</sup> The aims of the syllabus are adapted from the EL Syllabus 2001 (Curriculum Planning and Development Division, 2001b, p. 3).
- <sup>10</sup> 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.
- <sup>11</sup> Curriculum Planning and Development Division, 2001b, p. 4.
- <sup>12</sup> The Teaching Processes and Strategies (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.
- <sup>13</sup> Assessment for Learning is elaborated in the following: Black, P.J., 1998; Black, P.J. & Dylan, W. 1998.
- <sup>14</sup> Collins, A., & Stevens, A.L., 1983, pp. 247 - 278.

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Chapter Two

# Areas of Language Learning

# Introduction

The *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])* 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), and 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.

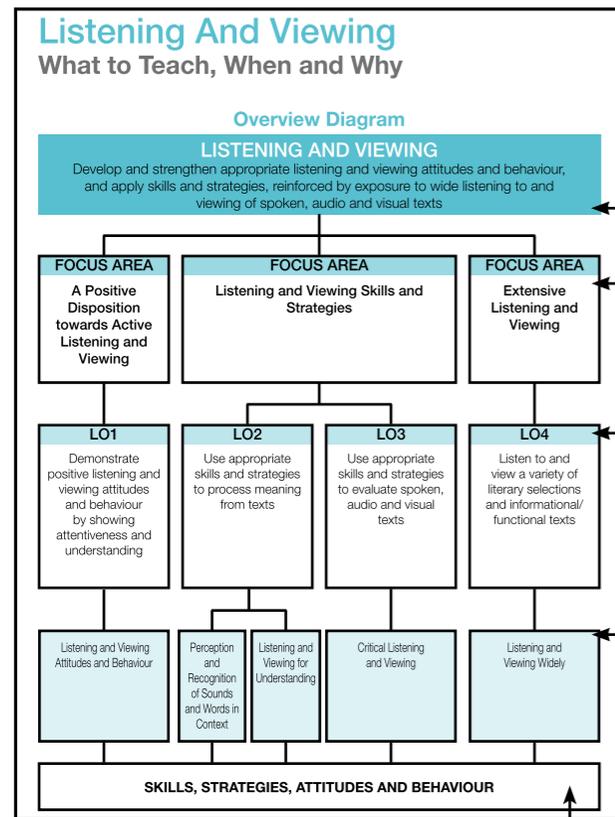
Listed under the Learning Outcomes are the Key Components which comprise the Skills, Learner Strategies, Attitudes and Behaviour (SSAB)/ Items and Structures pertaining to a focus area. The Learning Outcomes will be achieved through the teaching of SSAB/ Items and Structures. Starting from Upper Primary 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 will also help 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			FEL		N(T)				REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4	
A POSITIVE DISPOSITION TOWARDS ACTIVE LISTENING AND VIEWING	LO1: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding	<b>LISTENING AND VIEWING ATTITUDES AND BEHAVIOUR*</b> • Listen and view attentively and for a sustained period, e.g.: ◦ look at the person speaking and maintain eye contact ◦ maintain appropriate posture and facial expression ◦ withhold judgement or comments until appropriate • Listen and view with empathy and respect (e.g., giving due attention to speaker and being sensitive to what is being said) • Indicate response while listening and viewing, e.g.: ◦ 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							* See Component, Interaction Skills, in the Speaking and Representing Chart.
	Develop and strengthen appropriate listening and viewing attitudes and behaviour, and...	<b>PERCEPTION AND RECOGNITION OF SOUNDS AND WORDS IN CONTEXT*</b> • Differentiate common sounds in syllables and words • Identify the voice qualities (i.e., pace, volume, tone and stress) in an utterance • Identify the key words and phrases in a text							* See Component, Beginning Reading - Decoding through Phonics in the Reading and Viewing Chart in EL Syllabus 2010 (Express & Normal (Academic))
LISTENING AND VIEWING SKILLS AND STRATEGIES	LO2: Use appropriate skills and strategies to process meaning from texts	<b>LISTENING AND VIEWING FOR UNDERSTANDING*</b> • Identify main characters and sequence of events • Identify the gist/ main idea in a text • Recall specific details/ information • Select relevant information ◦ 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 about a text • Follow instructions/ convey messages • Organise information (e.g., list, sequence, classify) • Identify supporting details • Make simple inferences by using: ◦ 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) • Construct meaning from visual texts • Interpret the auditory and visual cues that enhance the comprehension of texts (e.g., actions, gestures, shapes, sizes) • Identify elements that establish plot, setting and character in audio and visual texts							* Skills demonstrated at each level will become increasingly sophisticated as more complex texts are introduced.
...apply skills and strategies,...									

**Area of Language Learning Chart**

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

## 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.

Instruction should be paced according to pupils' needs and abilities. The number of new skills for pupils to focus on can be limited at any one point in time so that pupils can have enough time to master each skill. A range of concrete materials in authentic contexts can be used to help situate learning for the pupils so that it is within their experience. Their learning can then be reinforced so that links are made between their learning and their future employment and training needs.

Pupils do not always progress at the same pace for 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.

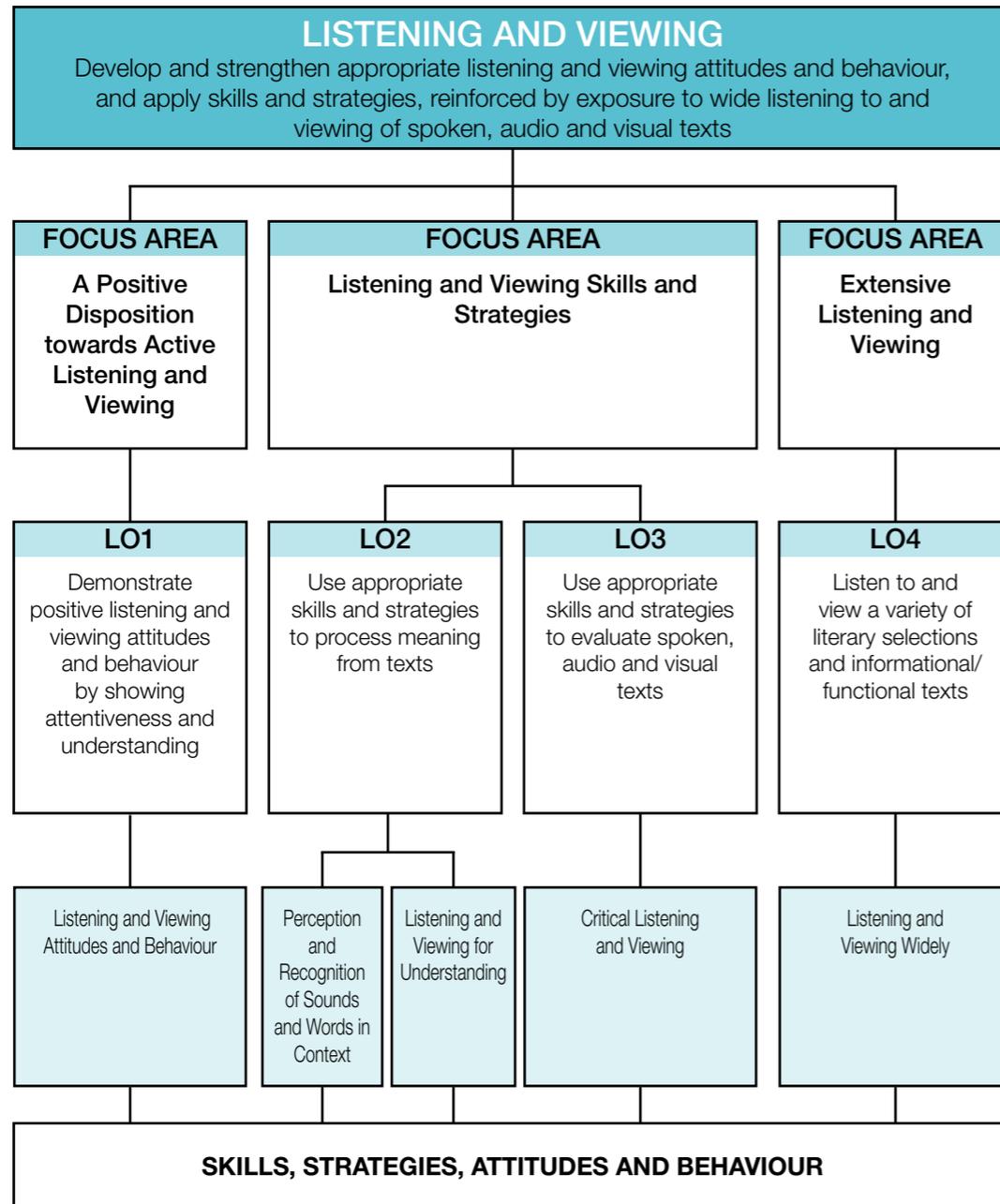
For all other pupils, including the more able pupils, teachers can vary the pace and sequence of their instruction. Where appropriate, teachers can select as many of the SSAB/ Items and Structures for the various Learning Outcomes, including those for exposure (which are indicated in italics in the Areas of Language Learning Charts) as well as those which are to be introduced at other year levels. The exposure items provide the more able pupils with the experience of learning a wider range of more sophisticated skills and learner strategies. These practices allow these pupils to deepen their knowledge and use of English at their year levels or higher. A range of opportunities can be provided through Extensive Listening, Reading and Viewing of a variety of texts, including a mixture of types and forms. More extensive speaking, writing and representation of texts will broaden the pupils' repertoire of skills and the use of diverse print and non-print materials will enrich their language use at the appropriate year levels.

For all pupils, teachers will revisit the teaching of foundational skills, where necessary, and vary pupils' learning experiences and the difficulty of the materials by including a wide range of print-rich and visual texts such as literary selections, informational/functional texts and works from different genres, with authentic and interest-appropriate content. Debates, speech and drama and problem-solving activities can motivate pupils to demonstrate their use of language, create new meaning and make connections to prior experience and across skills and content areas.

# Listening And Viewing

## What to Teach, When and Why

### Overview Diagram



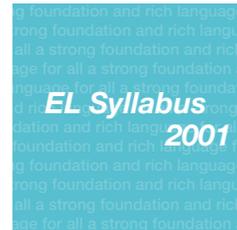
The acquisition and development of listening and viewing skills, along with speaking and representing, are especially necessary for pupils' effective participation in society, and for lifelong employability and further training.<sup>1</sup> The teaching of listening and viewing skills must therefore receive no less emphasis than the teaching of reading, writing, speaking, representing, grammar and vocabulary.

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

- model listening and viewing attitudes and behaviour to encourage pupils to adopt a positive disposition when interacting with others.
- help pupils develop active listening and viewing skills in order to process the information before saying it or inferring information from it.
- guide pupils in using appropriate skills and learner strategies to evaluate spoken, audio and visual input.
- use strategies to prompt pupils' recall of what they listen to and view (e.g., visual cues, word associations, logical order).
- strengthen phonological awareness of the sounds of English as pupils need to be aware of the individual sounds and sequences of sounds in the stream of speech they hear.
- draw pupils' attention to auditory stimuli such as environmental sounds and speech sounds (as in words, phrases, and sentences) to pick out their rhythmic patterns and sequence, for example, through repetition.
- draw pupils' attention to visual cues and help them construct meaning using the cues.
- chunk and repeat directions for tasks.
- make deliberate links between auditory language and the objects/ items/ concepts they refer to.
- provide opportunities for pupils to listen to and view a variety of literary selections, informational/ functional, and audio and visual texts.

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## Building on the Past

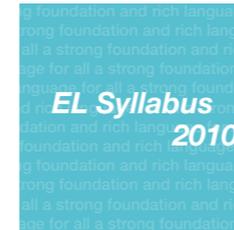


In developing the skills of listening and viewing, the *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])* builds on the strengths of the *EL Syllabus 2001 EM3 and Normal (Technical)* while defining the specific processes to be taught.

The *EL Syllabus 2001 EM3 and Normal (Technical)* 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



This syllabus continues to place importance on listening and viewing skills, attitudes and behaviour, and organises them into the following three focus areas which are shown in the Listening and Viewing Chart:

### A POSITIVE DISPOSITION TOWARDS ACTIVE LISTENING AND VIEWING

- Listening and Viewing Attitudes and Behaviour

### LISTENING AND VIEWING SKILLS AND STRATEGIES

- Perception and Recognition of Sounds and Words in Context
- Listening and Viewing for Understanding
- Critical Listening and Viewing

### EXTENSIVE LISTENING AND VIEWING

- Listening and Viewing Widely

*Develop and strengthen appropriate listening and viewing attitudes and behaviour, and apply skills and strategies, reinforced 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's disposition provides feedback to the speaker. Pupils who take FEL and who are in the N(T) course will learn to display appropriate listening and viewing attitudes and behaviour that are necessary for interaction and learning. Hence, teachers will need to develop pupils' awareness of verbal and non-verbal cues, and listening and viewing attitudes and behaviour according to social conventions and etiquette. Teachers will gauge their learning through pupils' response to auditory messages and visual images.

### Upper Primary – Secondary

Teachers will help pupils develop and show appropriate and constructive listening and viewing behaviour that communicate an attentive disposition, e.g., maintaining appropriate posture and looking at the speaker while listening. They will help develop pupils' ability to listen and focus for a sustained period of time and to withhold judgement or comments until an appropriate time. They will also guide pupils in developing empathy and respect for what is being said, and help them learn how they can appropriately indicate response and provide constructive feedback while listening.

Teachers will help pupils understand that positive attitudes and behaviour are necessary for meaningful and engaging interaction in any social setting. They will show pupils how attitudes and behaviour can affect interaction.

### Perception and Recognition of Sounds and Words in Context

## LISTENING AND VIEWING SKILLS AND STRATEGIES

Teachers will teach pupils listening and viewing skills and strategies to enable them to aurally and visually process information and to infer meaning from a variety of sources.

Teachers will help pupils develop and strengthen their phonological awareness of the sounds of oral language and process what they hear because it impacts the acquisition of reading skills.<sup>2</sup> In addition, teachers need to teach pupils how to apply their knowledge of letter-sound relationships to identify and decode words and phrases in spoken and audio texts. Through phonics instruction at the Lower to Middle Primary levels, pupils will have been taught the sounds of English (i.e., consonants, vowels, consonant clusters, vowel combinations and consonant digraphs) and individual words and phrases. Pupils will also be able to understand how variations in the use of voice qualities (i.e., pace, volume, tone and stress) are used to convey meaning in messages. If pupils have not acquired phonological awareness, teachers will need to revisit these skills.

### Upper Primary – Secondary

Teachers will review and revisit listening and viewing skills and learner strategies so that pupils can identify key words and phrases in spoken, audio and visual texts and the auditory features of spoken language.

Teachers will guide pupils to listen to and recognise the sounds that they hear as words and phrases. Subsequently, pupils will be taught how to process the information by combining the meaning of words to form phrases that help create a mental representation of the intended message.<sup>3</sup>

### Listening and Viewing for Understanding

It is important that listeners be equipped with the necessary skills and learner strategies to make meaning of spoken, audio and visual texts. These listening comprehension skills can be developed in conjunction with the ability to view information. Visual texts and visual cues such as graphic organisers and story maps provide pupils with a means to process, reflect on, focus and integrate what they hear.

#### Upper Primary – Secondary

Teachers will guide pupils in developing the following listening comprehension skills<sup>4</sup> over the year levels:

- Listen and view for the gist, i.e., the main idea in a text
- Listen and view for details, including visual cues, that support the key ideas
- Draw simple inferences to complete gaps in their understanding
- Listen selectively to achieve the purpose of the listening and viewing tasks
- Make predictions by anticipating the input and outcomes before and during listening and viewing tasks

For the more able pupils, teachers can introduce the following listening and viewing skills for exposure:

- Construct meaning from spoken, audio and visual texts
- Interpret auditory and visual cues that enhance the comprehension of text
- Identify elements that establish plot, setting and character in audio and visual texts

These skills and learner strategies will be developed through various types of purposeful and enjoyable listening and/ or viewing tasks<sup>5</sup> that provide for a holistic and comprehensive experience of listening and viewing in context.

### Critical Listening and Viewing

When pupils listen to and/ or view talk that involves some form of persuasion (e.g., an argument or explanation), they will need to listen and/ or view critically to identify points of view and to determine the credibility of the speaker. They will have to discern the acceptability of the message as this will determine their response and subsequent course of action.

Critical listening and/ or viewing build on listening and/ or viewing for understanding. It requires the listener/ viewer to comprehend and then evaluate the message<sup>6</sup> that is being conveyed. Teachers will encourage pupils to engage with listening and/ or viewing texts or situations by relating them to personal experiences and other real life contexts. By responding to and drawing conclusions about what they are viewing and/ or listening to, they are adding personal meaning and perspectives to what is heard and/ or viewed, and deepening their understanding of the text in the process.

Teachers will introduce critical listening and viewing skills after teaching the foundational skills and strategies to listen and view for understanding.

#### Upper Primary – Secondary

Teachers will teach pupils to:

- draw simple conclusions by relating their observations to prior knowledge and by identifying patterns and trends.
- distinguish between fact and opinion.

#### Lower Secondary

In addition to the above, teachers will teach pupils to:

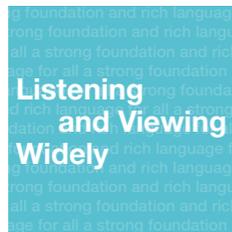
- identify problem-solution relationship in texts so as to understand the structure of the argument or explanation.
- create images of events and characters through imagination.

### Upper Secondary

At these levels, teachers will build on the skills and learner strategies pupils have acquired by guiding them to:

- identify points of view.
- assess the credibility of the speaker.
- identify and analyse techniques used in different media to achieve a variety of purposes.

### EXTENSIVE LISTENING AND VIEWING



Pupils need to be exposed to a wide range of spoken, audio and visual texts (e.g., songs, media programmes, online texts) to develop the ability to understand how internationally acceptable English (Standard English) is used in different contexts, to distinguish between formal and informal speech, as well as to discern how spoken language and visuals can be combined to convey meaning. Sustained and wide exposure to multimodal texts of various types and forms will help pupils strengthen listening and viewing skills that complement reading, speaking and representing skills, and help build a strong foundation in oral language.

Listening and viewing widely also allows for quality interaction and collaborative learning across various subjects in the school curriculum, in and outside of the classroom.<sup>7</sup> Teachers play a key role in scaffolding learning through collaborative talk that helps pupils develop ways of thinking and constructing meaning as they listen to, view and respond to various types of spoken, audio and visual texts that are encountered across the curriculum.

Teachers will use age-appropriate listening and viewing materials to match pupils' listening and viewing abilities and interests. These materials will have engaging and appropriate content rich in values, and will be of a variety of text types from print and non-print sources.

Teachers will provide pupils with opportunities to listen to and view a variety of literary selections and informational/ functional texts. Teachers will guide pupils to listen to, view and appreciate conversations, narratives and simple procedures. This will enable FEL and N(T) pupils to develop a basic proficiency in functional English, before exposing them to other types of spoken, audio and visual texts.

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#### NOTES AND IN-TEXT REFERENCES

- <sup>1</sup> Wilkinson, 1965 and Britton, 1993, as cited in Goh, 2005, p. 92, underscored the importance of oracy, defined as "an individual's general ability in using the oral skills of speaking and listening", to children's cognitive and social development, to thinking and learning, and to the whole notion of being educated.
- <sup>2</sup> Miller, Sanchez & Hynd, 2003, p. 243.
- <sup>3</sup> According to the 3-phase language comprehension model of *Perception, Parsing and Utilisation* (Anderson, 1995) as cited in Goh, 2002.
- <sup>4</sup> Goh, C., 2002, pp. 2 – 3.
- <sup>5</sup> The five types of purposeful listening refer to *discriminative, comprehensive, therapeutic, critical, and appreciative listening* (Wolvin & Coakley, 1996, pp. 151 – 154).
- <sup>6</sup> Wolvin & Coakley, 1996, p. 316.
- <sup>7</sup> Goh, 2005, p. 97-99 regards "oracy for learning" as taking listening, along with speaking, as a medium of learning.

*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 will also help 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			FEL		N(T)				REMARKS				
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4					
<b>A POSITIVE DISPOSITION TOWARDS ACTIVE LISTENING AND VIEWING</b>  Develop and strengthen appropriate listening and viewing attitudes and behaviour, and...	LO1:  Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding	<b>LISTENING AND VIEWING ATTITUDES AND BEHAVIOUR*</b>							* See Component, <b>Interaction Skills</b> , in the <b>Speaking and Representing Chart</b> .				
		<ul style="list-style-type: none"> <li><b>Listen and view attentively and for a sustained period, e.g.,</b> <ul style="list-style-type: none"> <li>look at the person speaking and maintain eye contact</li> <li>maintain appropriate posture and facial expression</li> <li>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)</li> <li>withhold judgement or comments until appropriate</li> </ul> </li> <li><b>Listen and view with empathy and respect (e.g., giving due attention to speaker and being sensitive to what is being said)</b></li> <li><b>Indicate response while listening and viewing, e.g.,</b> <ul style="list-style-type: none"> <li>nod in agreement or to indicate understanding</li> <li>provide back-channelling to confirm comprehension and encourage speaker (e.g., "Mmm", "Yes", "I see")</li> <li>seek clarification and elaboration</li> </ul> </li> </ul>											
		<b>PERCEPTION AND RECOGNITION OF SOUNDS AND WORDS IN CONTEXT®</b>									® See Component <b>Beginning Reading – Decoding through Phonics</b> in the <b>Reading and Viewing Chart</b> in <i>EL Syllabus 2010 Primary &amp; Secondary (Express/Normal [Academic])</i> .		
		<ul style="list-style-type: none"> <li><b>Differentiate common sounds in syllables and words</b></li> <li><b>Differentiate sounds from letter blends, segmentation, substitution and deletion</b></li> <li><b>Identify the voice qualities (i.e., pace volume, tone and stress) in an utterance</b></li> <li><b>Identify the key words and phrases in a text</b></li> </ul>											
		<b>LISTENING AND VIEWING FOR UNDERSTANDING#</b>											
		<ul style="list-style-type: none"> <li><b>Identify main characters and sequence of events</b></li> <li><b>Recall specific details/ information</b></li> <li><b>Select relevant information</b></li> <li><b>Identify the gist/ main idea in a text</b></li> <li><b>Make simple predictions by using:</b> <ul style="list-style-type: none"> <li>prior knowledge (e.g., knowledge of the topic or familiar concepts)</li> <li>phonological cues (e.g., pace, volume, tone, stress, rhythm)</li> <li>contextual clues (e.g., topic, participants, setting, visuals)</li> </ul> </li> <li><b>Ask questions about a text</b></li> <li><b>Follow instructions/ convey messages</b></li> <li><b>Organise information (e.g., list, sequence, classify)</b></li> <li><b>Identify supporting details</b></li> <li><b>Make simple inferences by using:</b> <ul style="list-style-type: none"> <li>prior knowledge (e.g., knowledge of the topic or familiar concepts)</li> <li>phonological cues (e.g., pace, volume, tone, stress, rhythm)</li> <li>contextual clues (e.g., topic, participants, setting, visuals)</li> </ul> </li> <li><b>Construct meaning from visual texts</b></li> <li><b>Interpret the auditory and visual cues that enhance the comprehension of texts (e.g., actions, gestures, shapes, sizes)</b></li> <li><b>Identify elements that establish plot, setting and character in audio and visual texts</b></li> </ul>											
		...apply skills and strategies,...											# Skills demonstrated at each level will become increasingly sophisticated as more complex texts are introduced.

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*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 will also help teachers to decide on the areas for assessment in school.

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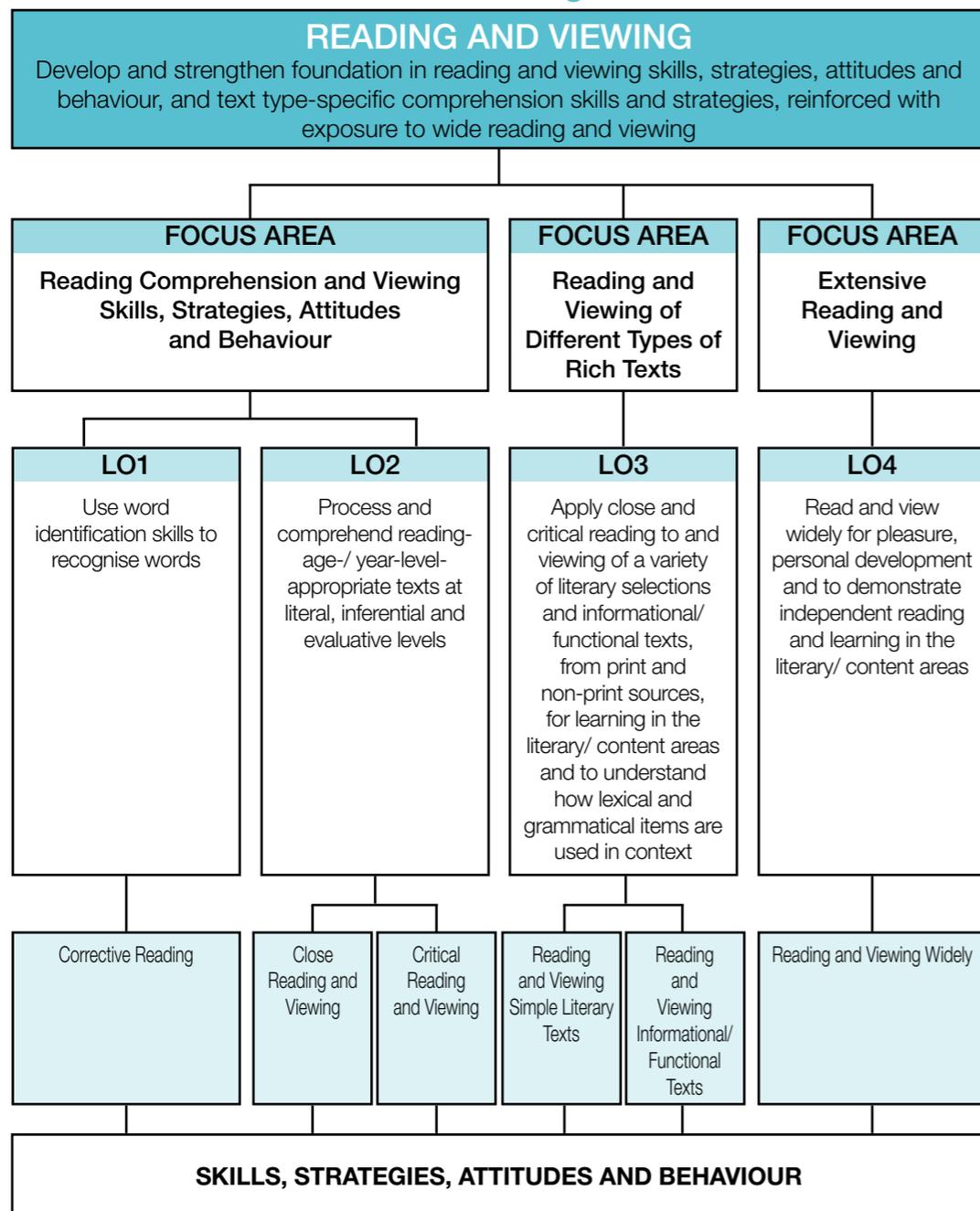
LISTENING AND VIEWING			FEL		N(T)				REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4	
<b>LISTENING AND VIEWING SKILLS AND STRATEGIES</b>  ...apply skills and strategies, ...  (continued)	LO3:  Use appropriate skills and strategies to evaluate spoken, audio and visual texts	<b>CRITICAL LISTENING AND VIEWING</b>							
		<b>The ability to listen and view critically is dependent upon the pupil's ability to first listen and view for understanding.</b>							
		<ul style="list-style-type: none"> <li>• Draw simple conclusions by relating observations with prior knowledge</li> </ul>							
		<ul style="list-style-type: none"> <li>• Identify point of view</li> </ul>							
		<ul style="list-style-type: none"> <li>• Identify the problem-solution relationship in a text</li> </ul>							
		<ul style="list-style-type: none"> <li>• Create images of events and characters through imagination</li> </ul>							
		<ul style="list-style-type: none"> <li>• Distinguish between fact and opinion</li> </ul>							
		<ul style="list-style-type: none"> <li>• Determine the credibility of the speaker by:                             <ul style="list-style-type: none"> <li>◦ identifying the speaker/ source</li> <li>◦ identifying the intent/ purpose of the message (e.g., to instruct, to inform, to persuade)</li> <li>◦ detecting the speaker's feelings and attitudes (e.g., happiness, anger, confusion)</li> <li>◦ assessing the speaker's enthusiasm and passion for the topic</li> </ul> </li> </ul>							
		<ul style="list-style-type: none"> <li>• Identify and analyse techniques used (e.g., music/ sound effects, animation, use of language) in audio and visual texts to achieve a variety of purposes</li> </ul>							
		<b>EXTENSIVE LISTENING AND VIEWING</b>  ...reinforced 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	<b>LISTENING AND VIEWING WIDELY</b>					
<b>The aim of listening and viewing widely is to develop in pupils a positive attitude towards listening to and viewing of a variety of texts for enjoyment and understanding.</b>									
<ul style="list-style-type: none"> <li>• Listen to, view and respond to (e.g., express feelings, opinions, observations) a variety of spoken, audio and visual texts:                             <ul style="list-style-type: none"> <li>◦ Conversations (e.g., telephone calls, pair/ group discussions)</li> <li>◦ Poetry (e.g., rhymes, haikus)</li> <li>◦ Personal recounts (e.g., diary entries, biographies)</li> <li>◦ Narratives (e.g., fables, stories)</li> <li>◦ Procedures (e.g., recipes, directions, instruction manuals)</li> <li>◦ Explanations (e.g., how something works)</li> <li>◦ Information reports (e.g., project reports, fact sheets)</li> <li>◦ Factual recounts (e.g., eye-witness accounts, news bulletins)</li> <li>◦ Expositions (e.g., simple arguments, reviews of a movie/ book)</li> <li>◦ A mixture of types and forms* (e.g., a personal recount in an exposition)</li> </ul> </li> </ul>									

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# Reading and Viewing

## What to Teach, When and Why

### Overview Diagram



Pupils who take FEL and who are in the N(T) course tend to experience reading difficulties. Many may not have acquired the basic reading skills, for example, the ability to decode. They may have a tendency to reverse words (e.g. ‘stop’ for ‘pots’, or ‘was’ for ‘saw’) and invert letters (e.g. ‘u’ for ‘n’, or ‘d’ for ‘q’). They may have trouble retrieving the visual image of a letter or word from their memory when they hear it or remember the order in which visual stimuli are presented. Sometimes, they may have difficulty identifying similarities and differences in the visual stimuli. They may also find it challenging to break a word down into parts and combine the parts into a whole.

Other pupils may experience difficulty discriminating between similar sounds and words, sounding out an unfamiliar word or even understanding letter-sound pattern correspondence. They may have difficulty breaking words into syllables and letters and blending sounds to form words. They may have problems in retrieving the sound of a letter or remembering the order in which a sequence of auditory stimuli was received.<sup>1</sup>

Pupils may also experience difficulty with reading comprehension, for example, in identifying the main topic of a simple paragraph or story, in remembering what is read and in locating the appropriate information. They could be reading word by word in discrete units rather than meaningful groups of words, thus indicating their short perception span.<sup>2</sup> Hence, to correct these reading difficulties, teachers will:

- recognise that pupils learn to read and/ or view in many different ways and they progress at different rates.
- help pupils correct their reading by teaching word identification skills.
- teach specific skills and learner strategies to help pupils attain functional reading and fluency and to encourage them to think about what they read when they read widely.
- instruct pupils to apply both bottom-up and top-down reading strategies (e.g., for learners who have difficulties differentiating, interpreting or remembering the words that are seen, the teaching of word attack skills would be suitable. For learners who lack auditory discrimination, a whole-word approach would be more helpful).<sup>3</sup>
- help pupils to actively construct meaning from what they read and view, beginning with what they already know and can control in their use of language.
- motivate and engage reluctant and weaker readers by using a wide range of literary and functional/ informational texts from print and non-print sources which model good writing and use of language.

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## READING COMPREHENSION AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR

### Corrective Reading<sup>4</sup>

#### Upper Primary

Explicit and systematic instruction in phonics will continue for pupils who are still not able to decode accurately or read materials at their year levels. They will be taught to match letter-sound relationships for single consonants, consonant blends and consonant digraphs followed by instruction on vowels through word families (otherwise known as rimes or phonograms).

Phonics instruction requiring pupils to identify sounds for themselves will help them develop proficiency in the use of word identification skills, which is another means of making meaning from printed symbols.

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 the knowledge 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 the pronunciation of unknown words. Phonics instruction should also include the teaching of skills of segmenting and blending of sounds within words and the making of analogies across words.

At Primary 5 and 6, teachers will revisit and review the phonic elements introduced at Lower Primary, within the context of a balanced, comprehensive reading programme.<sup>5</sup> Phonics is one of many tools to help pupils with difficulty in reading, to decode and comprehend whole texts. By linking phonics instruction to pupils' effort at strengthening their reading and writing, the pupils are more likely to see its relevance and be personally involved in constructing meaning from print.

Phonics instruction will be incorporated during follow-up activities after Reading Aloud with the teacher and reading lessons based on the Directed Reading-Thinking Activity (DRTA) and the Know – Want to Learn – Learned (KWL) strategy. Letter-sound relationship will also be taught after a re-reading of the text created during class writing to focus on and revise specific phonic elements. Where appropriate, teachers will revisit and reinforce other phonic elements taught at the Lower Primary. For details of the phonic elements, see the Component 'Beginning Reading' in the Reading and Viewing Chart in *EL Syllabus 2010, Primary and Secondary (Express/ Normal [Academic])*. The beginning letter sounds are helpful for pupils who still need instruction in learning to read<sup>6</sup> but teachers should focus more on initial/ final consonants and short initial vowels which pose difficulty for pupils because of their typographical features and minimal differences. The following groupings of consonants and vowels tend to produce confusion for pupils.<sup>7</sup> Pupils will find it easier to distinguish letters with the maximum of contrast first.

- e, a, s, c, o
- f, l, t, k, i, h together with y
- b, d, p together with o, g, h
- n, u, m together with h, r
- j, g, v, x, z, y and k

Even more important for these pupils is the focus on bigger chunks of words and using word families/ phonograms to decode as many of the words as possible. Rimes have highly reliable letter-sound patterns. Once pupils have learned a particular rime, they can apply the sounds these letters make to read and even spell 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: *tan, man, fan, can, ban, ran, van, and pan*.

Teachers will teach word families/ phonograms in words that appear in pupils' reading materials and readers. The 37 most widely used word families/ phonograms are recommended and incorporated into the Reading and Viewing Chart to help pupils expand their knowledge of phonics in a shorter time.<sup>8</sup> These word families/ phonograms are classified in the following way for ease of reference:

- Short -a word families/ phonograms: -ack, -an, -ank, -ap, -ash, -at
- Short -e word families/ phonograms: -ell, -est
- Short -i word families/ phonograms: -ick, -ill, -it, -in, -ing, -ink, -ip
- Short -o word families/ phonograms: -ock, -op, -ot
- Short -u word families/ phonograms: -ug, -uck, -ump, -unk
- Long -a word families/ phonograms: -ail, -ake, -ale, -ame, -ay, -ain, -ate
- Long -e word families/ phonograms: -eat
- Long -i word families/ phonograms: -ice, -ide, -ight, -ine
- Long -o word families/ phonograms: -ore, -oke
- Long -u word families/ phonograms: -ur, -ure, -urn
- Other common phonograms, e.g., -aw, -ir, -ur, -ow, -ough

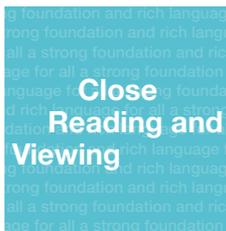
Teachers will teach pupils to segment words according to their letter-sound patterns, to blend and write them out/ spell by applying their knowledge of regular letter-sound patterns. Once the pupils can do this, they are on their way to mastering sight word recognition.

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 which range from non-decodable, function words to high-frequency and multi-syllabic real words. Pupils will pay attention to sight words to achieve reading fluency and automaticity, which is the ability to recognise words easily and rapidly.

Instruction will include formal word study. It will allow pupils to continue to reinforce their knowledge of letter-sound relationships, to recognise more words at sight, to spell accurately as well as to expand their vocabulary by including words used in context and familiar word parts, such as root words, prefixes and suffixes (for details, see the Component 'Building and Enriching Vocabulary' in the Vocabulary Chart).

Teachers will guide pupils to apply their knowledge of phonics and sight words in reading and re-reading familiar texts and story selections from where the words are taken (for details on the types of rich texts to use, see the Focus Area 'Reading and Viewing of Different Types of Rich Texts' in the Reading and Viewing Chart). They will also be encouraged to dictate, write out, read and re-read sentences to use the words they have decoded or recognised and learned in context. Teachers will show pupils how to put more of such sentences together, and extend them into paragraphs. For details on paragraph development, see the Component 'Development and Organisation of Ideas in Writing and Representing' in the Writing and Representing Chart.

In the course of the year, teachers will direct pupils to spend more time on reading independently to provide further practice and reinforce familiarity with the phonic elements.



### Upper Primary

Close Reading and Viewing provides the context for pupils to comprehend as well as to see how language can be learned from print and non-print materials. It includes general reading comprehension and viewing skills which will help pupils to read and view for literal and inferential meaning. These skills also enable pupils to read and view (a) short literary and (b) informational/functional texts using a variety of meaning-based strategies.

### Upper Primary – Secondary

Once pupils are able to decode easily, and 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 in Middle Primary and other subjects from Lower Secondary (e.g., Design and Technology, Social Studies).

The recognition of the various types of texts and whole text study, introduced from the Middle Primary years, will continue to be the focus at the Upper Primary and Secondary years. Teachers will help pupils learn to process information at different levels of text difficulty,<sup>9</sup> in the course of their reading comprehension lessons, reading and viewing widely, and reading and viewing in the content areas.

To acquire these skills from the Upper Primary to Secondary levels, teachers will teach pupils to:

- construct meaning from visual texts (e.g., pictures, diagrams, charts, icons, maps, graphs, tables).
- use prior knowledge (e.g., familiar words, experience, topic).
- use contextual clues (e.g., visuals, topic, word formation, text organisation, cohesive devices).
- ask questions about the texts.
- make predictions (e.g., based on prior knowledge and

contextual details).

- recall information (e.g., main ideas, key details, examples).
- sequence details.
- make inferences (e.g., from prior knowledge, visual cues, contextual clues).
- adjust own reading rate to check for meaning (e.g., through reading aloud or re-reading).
- skim for the gist/ main idea.
- scan for details.
- categorise given details.
- identify cause and effect.
- distinguish between fact and opinion (e.g., based on given information from the text).
- compare and contrast ideas.
- paraphrase given information.
- formulate questions to guide research.
- gather information from a variety of print, non-print and primary sources.
- select and use relevant information for defined information needs.

Teachers will help pupils gain a firmer grasp of comprehension skills in appropriate ways such as through reading aloud and the use of class-dictated stories/ sentences (where pupils practise recalling details, articulation and writing as they read and re-read their own dictated texts produced with the class/ teacher). Teachers will motivate reluctant readers to apply specific comprehension strategies by using familiar visual media such as film and television to develop their reading comprehension and viewing skills.

### Critical Reading and Viewing

#### Upper Primary – Lower Secondary

While pupils are not expected to analyse, evaluate and appreciate writers' styles and intentions, they will be encouraged to deepen their understanding and engage with what they read and view by relating the texts/ selections to personal experiences and real life contexts. By responding and drawing simple conclusions, they are adding personal meaning and perspectives to what is read<sup>10</sup> and viewed, and deepening their comprehension in the process.

#### Upper Secondary

Pupils will learn to examine more critically the issues that they read about. Teachers will deepen pupils' understanding by identifying the points of view, and problems and proposed solutions in the texts. Pupils will critically assess and evaluate different sources of information (e.g., web-based, audio and visual texts) and understand that different modes of presentation can be used to achieve a variety of purposes. They will learn to become more effective and discerning users of information from reading and viewing texts. At the same time, pupils will realise the connection between the organisational structures of texts, the language features and the meanings of the texts conveyed when they examine the interplay of words in the visual text. This will add contextual meaning to the Component 'Building and Enriching Vocabulary' in the Vocabulary Chart.

### Reading and Viewing Simple Literary Texts

## READING AND VIEWING OF DIFFERENT TYPES OF RICH TEXTS

Pupils become better readers and viewers by understanding the structure and conventions of simple narratives and recounts to see how language is used imaginatively and to enjoy stories which are well-written and told. Such texts also provide the context for pupils to revise and apply their knowledge of phonics and sight words. Where relevant, teachers can use a range of narratives and recounts found in the different media (e.g., television, film and the Internet) to create authentic contexts to strengthen pupils' comprehension.

### Reading and Viewing Informational/ Functional Texts

In reading a wide range of informational/ functional texts, pupils will learn to identify and understand the organisational structures that define a writer's line of thought or argument. These are the types of texts pupils are most likely to encounter.

#### Upper Primary

Pupils will read and view:

- Personal recounts
- Short, simple narratives
- Instructions/ procedures
- Short functional texts
- Explanations

#### Secondary

The following will be added:

- Selections of poetry, factual recounts and information reports in place of instructions/ procedures and short functional texts
- Simple expositions in Upper Secondary in place of personal recounts and short, simple narratives

Pupils will move to whole texts which are relatively more dense and challenging. Teachers can choose more accessible, shorter and high-interest literary selections/ texts and informational/ functional selections/ texts with appropriate themes and vocabulary to teach the essential skills from the Reading and Viewing Chart that will meet the specific needs, abilities and interests of the pupils.

For the more able pupils, teachers will challenge their reading with longer and year-level-appropriate literary and informational/ functional selections or short texts with more abstract concerns. The texts can be examined and reflected upon more closely. The skills and information gathered by pupils can be transferred to other areas of language learning such as speaking, writing and representing.

## EXTENSIVE READING AND VIEWING

Reading  
and Viewing  
Widely

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.<sup>11</sup> Although reading aloud to pupils is helpful in developing their language, the central importance of pupils reading widely, independently and at more challenging levels cannot be over-emphasised.

### Upper Primary

This syllabus advocates extensive reading and viewing using short texts or readers selected to match the pupils' reading age, abilities and interests. These texts or readers should be engaging with appropriate and rich content that is presented attractively in a variety of text types and text forms (e.g., rhymes/ fables) from print and non-print sources.

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 will learn to produce a variety of texts that are accompanied by visuals to communicate the overall meaning. Sustained and wide exposure to such multimodal texts will help pupils strengthen the essential viewing skills that complement reading skills in the construction of meaning from various texts.

### Secondary

Teachers will help pupils read and view a variety of reading-age-appropriate poems, personal recounts, narratives, procedures, explanations, information reports, factual recounts, expositions and a mixture of types and forms of texts. Teachers will continue to immerse pupils in a print-rich environment from Secondary One.

Many of the reading materials graded at a level that the pupils are capable of comprehending will have little appeal, interest, or value to them. It is important when teachers select instructional and reading materials, to consider materials that are contemporary, up-to-date, interesting, and simple enough to guarantee that pupils experience a measure of immediate success with reading. Teachers will also consider the rate at which pupils acquire new skills and concepts and the appropriateness of the content of the text for the age group. Pupils can begin reading materials with a controlled vocabulary but they should be complemented with readers covering interesting content at appropriate language levels. Teachers will increase the difficulty level very gradually in order to promote pupils' chances of success with their reading. As pupils become more independent, teachers will encourage them to select books and texts which have challenging use of language and suitable themes.

**NOTES AND IN-TEXT REFERENCES**

- <sup>1</sup> Faas, 1981, pp. 404 - 410; Gersten, 1998, pp. 7 – 16.
- <sup>2</sup> Brueckner & Lewis, 1947 and Swan, Harris & Graham, 2003 listed the behavioural symptoms of reading disability.
- <sup>3</sup> Johnson & Myklebust, 1967.
- <sup>4</sup> The term ‘corrective reading’ is used here in the broadest sense of helping pupils compensate for the gaps in their literacy development in order to rebuild and strengthen their foundation in language which they may not have acquired fully in Lower and Middle Primary. The emphasis on phonics instruction is also to correct the difficulties experienced by pupils who are unable to read fluently at Upper Primary.
- <sup>5</sup> 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.
- <sup>6</sup> Shanker & Ekwall, 2003, p. 60.
- <sup>7</sup> Dunn-Rankin, 1968, as cited in Clay, 1976, p. 145, found four groups of letters, which if reversed or inverted, could become different letters and hence produce confusion for the reader. Clay added j, g, v, x, z, y and k to Dunn-Rankin’s four groups.
- <sup>8</sup> The 37 most widely used word families or phonograms were identified by Wylie and Durrell, 1970 as cited in Shanker & Ekwall, 2003, p. 361. According to the authors, the 37 phonograms were based on Wylie and Durrell’s research which identified the most useful and common phonograms found in words used at the primary levels.
- <sup>9</sup> 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 sign 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).
- <sup>10</sup> Polloway, Patton & Serna, 2001, p. 272.
- <sup>11</sup> Anderson, Wilson & Fielding, 1988; Anderson, 1992; Corson, 1995; Cunningham & Stanovich, 1998.

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READING AND VIEWING			FEL		N(T)			REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	
<b>READING AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR</b>  Develop and strengthen foundation in reading and viewing skills, strategies, attitudes and behaviour...	LO1:  Use word identification skills to recognise words	<b>CORRECTIVE READING</b>  <b>In order to help pupils taking FEL and N(T) EL pick up the pace to proceed with the rest of their learning, it is important to help them correct their reading, and develop and strengthen their foundation in literacy development on which further learning, understanding and the application of other language skills is built.</b>						
		<ul style="list-style-type: none"> <li>• <b>Identify and differentiate common sounds in words</b></li> <li>• <b>Match letter names to corresponding single consonants and vowels which are often difficult for pupils:</b> <ul style="list-style-type: none"> <li>◦ e, a, s, c, o</li> <li>◦ f, l, t, k, i, h together with y</li> <li>◦ b, d, p, together with o, g, h</li> <li>◦ n, u, m, together with h, r</li> <li>◦ j, g, v, x, z, y and k</li> </ul> </li> <li>• <b>Match letter patterns to vowels/ vowel combinations in common word families/ phonograms:</b> <ul style="list-style-type: none"> <li>◦ short -a word families/ phonograms: -ack, -an, -ank, -ap, -ash, -at</li> <li>◦ short -e word families/ phonograms: -ell, -est</li> <li>◦ short -i word families/ phonograms: -ick, -ill, -it, -in, -ing, -ink, -ip</li> <li>◦ short -o word families/ phonograms: -ock, -op, -ot</li> <li>◦ short -u word families/ phonograms: -ug, -uck, -ump, -unk</li> <li>◦ long -a word families/ phonograms: -ail, -ake, -ale, -ame, -ay, -ain, -ate</li> <li>◦ long -e word families/ phonograms: -eat</li> <li>◦ long -i word families/ phonograms: -ice, -ide, -ight, -ine</li> <li>◦ long -o word families/ phonograms: -ore, -oke</li> <li>◦ long -u word families/ phonograms: -ur, -ure, -urn</li> <li>◦ other common phonograms, for example: -aw, -ir, -ur, -ow, -ough</li> </ul> </li> <li>• <b>Match letter names/ letter patterns to corresponding letter sounds in single consonants, consonant blends, consonant digraphs and vowel combinations:</b> <ul style="list-style-type: none"> <li>◦ final y as a vowel</li> <li>◦ consonant digraphs in initial position, e.g., th, sh, ch, wh</li> <li>◦ vowel digraphs e.g., oo, ee, ea, oa, aw, ai, ay</li> <li>◦ 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</li> <li>◦ final consonant blends e.g., nd, nk, nt, mp</li> <li>◦ initial consonant blends e.g., thr, str, scr</li> <li>◦ double consonants e.g., tt, pp, rr, gg, nn, ss, ll, ck</li> <li>◦ word endings e.g., ple, ble, dle, tle, ng, tch</li> <li>◦ r-controlled vowel e.g., ar, ir, ur, or</li> <li>◦ diphthongs e.g., ou, ow, oi, oy</li> <li>◦ inflectional suffix e.g., s, es, ing, ed</li> <li>◦ syllables (common rules e.g., Vowel-Consonant/ Consonant-Vowel/ Vowel-Consonant-Vowel)</li> </ul> </li> </ul>						

The phonic elements listed are common to the Component, 'Beginning Reading' in the Reading and Viewing Chart in EL Syllabus 2010 Primary & Secondary (Express/ Normal [Academic]).

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READING AND VIEWING			FEL		N(T)				REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4	
<b>READING COMPREHENSION AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR</b>  Develop and strengthen foundation in reading and viewing skills, strategies, attitudes and behaviour...  (continued)	LO1:  Use word identification skills to recognise words  (continued)	<ul style="list-style-type: none"> <li>◦ silent letters:</li> <li>– e (e.g., cake, kite, home)</li> <li>– b (e.g., comb, plumb, thumb, climb, plumber, limb)</li> <li>– k (e.g., knock, knot, knit, knew, knee, knife)</li> <li>– gh (e.g., high, sigh, fight, might, right, flight)</li> <li>– w (e.g., wrap, wreck, wreath, wren, wrist, sword, write, wrote)</li> <li>– t (e.g., often, bristle, castle, soften, bustle, fasten)</li> <li>– l (e.g., walk, chalk, half, talk, calf, calm)</li> <li>– g (e.g., gnaw, gnarl, gnat, gnash, gnome)</li> <li>• <b>Recognise and read words accurately and fluently (from high frequency words to common, regular, monosyllabic and multi-syllabic real words)</b></li> <li>• <b>Use word parts (e.g., root words, prefixes, suffixes, compound words) in word study</b></li> <li>• <b>Read aloud with accuracy and fluency (from multiple discrete sentences to short connected texts)</b></li> <li>• <b>Apply information-locating skills to access and select information from print and non-print texts, e.g.,</b> <ul style="list-style-type: none"> <li>◦ use table of contents</li> <li>◦ use info-maps, key words, search engines, specified hyperlinks</li> </ul> </li> </ul>							
	LO2:  Process and comprehend reading-age-/ year-level-appropriate texts at literal, inferential and evaluative levels	<b>CLOSE READING AND VIEWING</b> <ul style="list-style-type: none"> <li>• <b>Construct meaning from visual texts (e.g., pictures, diagrams, charts, icons, maps, graphs, tables)</b></li> <li>• <b>Use prior knowledge (e.g., familiar words, experience, topic)</b></li> <li>• <b>Use contextual clues (e.g., visuals, topic, word formation, text organisation, cohesive devices)</b></li> <li>• <b>Ask questions about the texts read or viewed</b></li> <li>• <b>Make predictions (based on, e.g., prior knowledge and contextual clues)</b></li> <li>• <b>Recall information (e.g., main ideas, key details, examples)</b></li> <li>• <b>Sequence details</b></li> <li>• <b>Make inferences (based on, e.g., prior knowledge, visual cues, contextual clues)</b></li> <li>• <b>Adjust reading rate to check for meaning (e.g., through reading aloud or re-reading)</b></li> <li>• <b>Skim for the gist/ main idea</b></li> <li>• <b>Scan for details</b></li> <li>• <b>Categorise given details</b></li> <li>• <b>Identify cause and effect</b></li> <li>• <b>Distinguish between fact and opinion (e.g., based on given information from the text)</b></li> <li>• <b>Compare and contrast ideas</b></li> <li>• <b>Formulate questions to guide research</b></li> <li>• <b>Gather information from a variety of print, non-print and primary sources</b></li> <li>• <b>Select and use relevant information for defined information needs</b></li> <li>• <b>Paraphrase given information</b></li> </ul>							

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<b>READING COMPREHENSION AND VIEWING SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR</b>  Develop and strengthen foundation in reading and viewing skills, strategies, attitudes and behaviour...  (continued)	LO2:  Process and comprehend reading-age-/ year-level-appropriate texts at literal, inferential and evaluative levels  (continued)	<b>CRITICAL READING AND VIEWING</b>							
		<ul style="list-style-type: none"> <li>• Make connections between a text and personal experiences, real life</li> </ul>							
		<ul style="list-style-type: none"> <li>• Respond to the text read (e.g., with reasons, simple judgement, simple arguments)</li> </ul>							
		<ul style="list-style-type: none"> <li>• Identify the purpose and audience for a given text</li> </ul>							
		<ul style="list-style-type: none"> <li>• Draw simple conclusions (e.g., from examples, evidence and reasons from the text)</li> </ul>							
		<ul style="list-style-type: none"> <li>• Identify points of view in the text</li> </ul>							
		<ul style="list-style-type: none"> <li>• Use a variety of criteria to evaluate information sources (e.g., information from websites, visual texts)</li> </ul>							
		<ul style="list-style-type: none"> <li>• Identify problem-solution in a text (e.g., by linking an issue to its problem source)</li> </ul>							
		<ul style="list-style-type: none"> <li>• Evaluate given information (e.g., for order of importance, relevance, bias, stereotypes from print and non-print texts)</li> </ul>							
		<ul style="list-style-type: none"> <li>• Demonstrate understanding of how language choice is used to enhance written and visual texts (e.g., use of emotive words in commercials or advertisements)</li> </ul>							
<ul style="list-style-type: none"> <li>• <i>Identify and analyse techniques used in written and visual texts (e.g., music/ sound effects, visuals, use of language) to achieve a variety of purposes</i></li> </ul>									
<b>READING AND VIEWING OF DIFFERENT TYPES OF RICH TEXTS</b>  ... and text type-specific comprehension skills and strategies, ....	LO3:  Apply close and critical reading to and viewing of 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	<b>READING AND VIEWING SIMPLE LITERARY TEXTS</b>							
		<b>Types of Texts</b>							
		<ul style="list-style-type: none"> <li>• Personal recounts</li> </ul>							
		<ul style="list-style-type: none"> <li>• Short, simple narratives</li> </ul>							
		<ul style="list-style-type: none"> <li>• <i>Selections of poetry (e.g., haikus, rhymes)</i></li> </ul>							
		<b>Text Response</b>							
		<ul style="list-style-type: none"> <li>• Identify main events of the plot</li> </ul>							
		<ul style="list-style-type: none"> <li>• Make and check predictions (e.g., based on details from the story)</li> </ul>							
		<ul style="list-style-type: none"> <li>• Relate sequence of events</li> </ul>							
		<ul style="list-style-type: none"> <li>• Identify and study characters and their actions</li> </ul>							
<ul style="list-style-type: none"> <li>• Identify the setting</li> </ul>									
<ul style="list-style-type: none"> <li>• Identify and compare themes as big ideas in a story</li> </ul>									
<ul style="list-style-type: none"> <li>• <i>Recognise rhyme, rhythm, repetition and sensory images in poetry</i></li> </ul>									
<ul style="list-style-type: none"> <li>• <i>Identify points of view</i></li> </ul>									
<b>READING AND VIEWING INFORMATIONAL/ FUNCTIONAL TEXTS</b>									
<b>Types of Texts</b>									
<ul style="list-style-type: none"> <li>• Instructions/ procedures (e.g., forms, labels, manuals)</li> </ul>									
<ul style="list-style-type: none"> <li>• Short functional texts (e.g., notices, email)</li> </ul>									
<ul style="list-style-type: none"> <li>• Explanations (e.g., how something works)</li> </ul>									

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<b>READING AND VIEWING OF DIFFERENT TYPES OF RICH TEXTS</b>  ... and text type-specific comprehension skills and strategies, ....	LO3:  Apply close and critical reading to and viewing of 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  (continued)	<ul style="list-style-type: none"> <li>Factual recounts (e.g., news bulletin)</li> <li>Information reports (e.g., brochures, advertisements)</li> <li>Simple expositions (e.g., a speech to nominate a friend for a leadership position)</li> </ul>									
		<b>Layout</b>									
		<ul style="list-style-type: none"> <li>Identify typographical and visual features (e.g., captions, font types/ sizes, text layout, illustrations)</li> <li>Identify text features (e.g., titles/ headlines, main headings and sub-headings, captions/ labels for visuals)</li> <li>Recognise and analyse the organisational patterns in a text (sequence of events, cause-effect)</li> </ul>									
		<b>Text Response</b>									
		<ul style="list-style-type: none"> <li>Make predictions about the content of a text by, e.g.,                             <ul style="list-style-type: none"> <li>skimming for the gist/ main idea from typographical and visual features</li> <li>scanning for details from text and page design features</li> <li>using prior knowledge to anticipate content</li> <li>using organisational structure (e.g., in a narrative – orientation – complication – climax – resolution)</li> </ul> </li> </ul>									
<b>EXTENSIVE READING AND VIEWING</b>  ...reinforced with exposure to wide reading and viewing.	LO4:  Read and view widely for pleasure, personal development and to demonstrate independent reading and learning in the literary/ content areas	<b>READING AND VIEWING WIDELY*</b>									
		<b>Text Variety</b>									
		<ul style="list-style-type: none"> <li>Read and view a variety of simple, reading-age-appropriate and high-interest selections/ books from print and non-print sources:                             <ul style="list-style-type: none"> <li>Poetry (e.g., rhymes, haikus)</li> <li>Personal recounts (e.g., diary entries, biographies)</li> <li>Narratives (e.g., fables)</li> <li>Procedures (e.g., recipes, directions, instruction manuals)</li> <li>Explanations (e.g., how something works)</li> <li>Information reports (e.g., project reports, fact sheets)</li> <li>Factual recounts (e.g., eye-witness accounts, news bulletins)</li> <li>Expositions (e.g., reviews, simple arguments)</li> <li>A mixture of types and forms<sup>®</sup> (e.g., personal recount in an exposition)</li> </ul> </li> </ul>									
		<b>Text Response</b>									
		<ul style="list-style-type: none"> <li>Respond to the texts read and viewed to, e.g.,                             <ul style="list-style-type: none"> <li>share an opinion</li> <li>recommend a title</li> <li>retell a story</li> <li>relate information</li> <li>paraphrase key points</li> </ul> </li> </ul>									

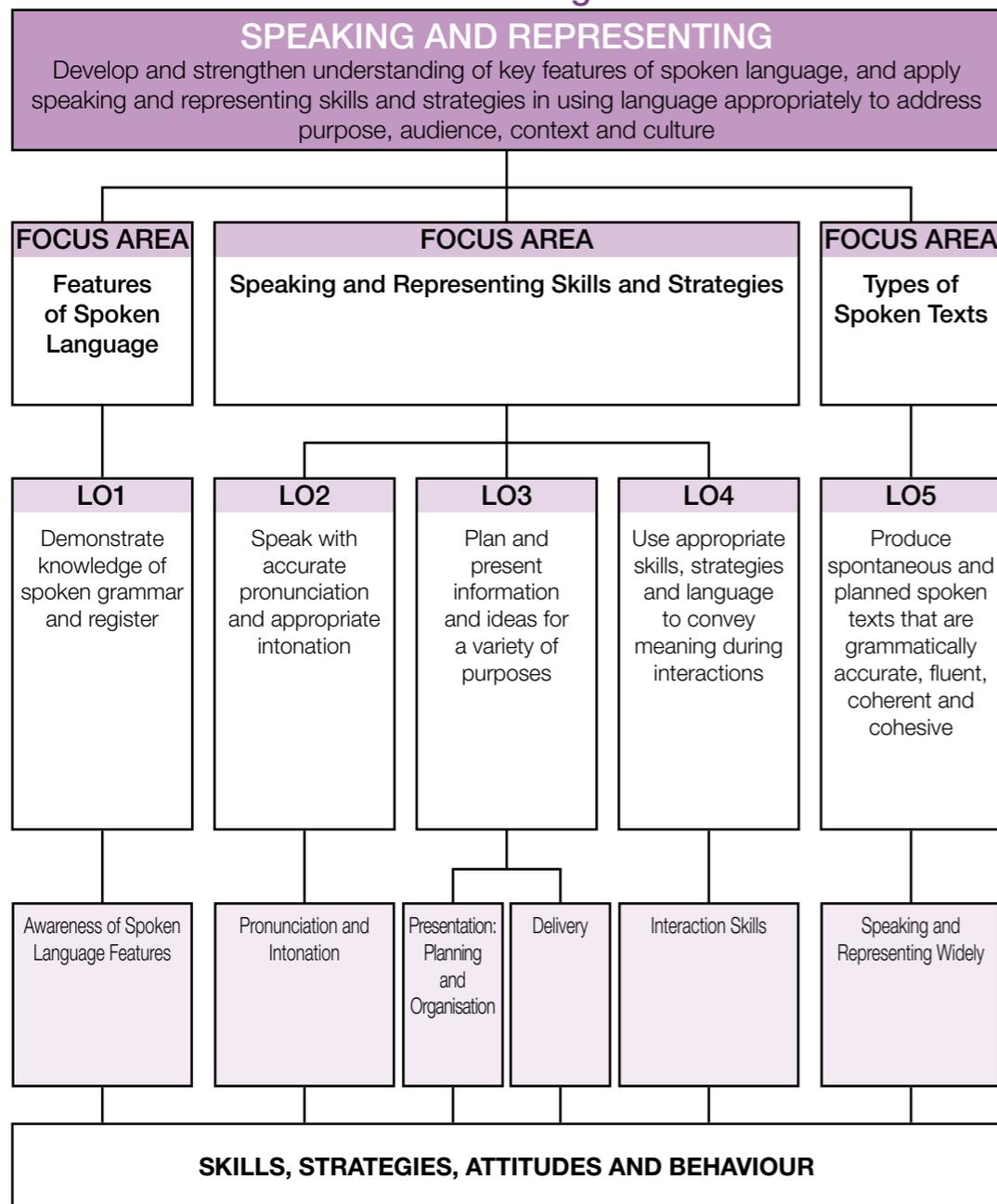
\* Teachers will provide opportunities for pupils to access electronic books, where appropriate.

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

# Speaking and Representing

## What to Teach, When and Why

### Overview Diagram



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 and representing skills will enable pupils to convey and express their thoughts and opinions with accuracy, fluency, appropriateness, and succinctness.

Speaking occurs in real time, and its social context determines the purpose of the spoken language and shapes its structure and features. Pupils need to develop the ability to use spoken English effectively in a variety of contexts and to represent their understanding, ideas and learning in a variety of spoken texts. They must be able to speak and represent clearly their experiences and ideas in small and large groups as well as respond to others.

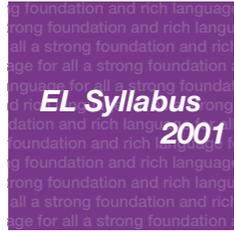
This syllabus emphasises the need to equip pupils with the necessary skills for self-expression and social interaction that will allow them access to a wide range of job opportunities. To enable pupils to succeed in schools, teachers will provide opportunities for pupils to encounter, learn about, use and respond to a range of spoken texts that will be of value to them.

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

- model the appropriate and effective use of internationally acceptable English (Standard English) in both formal and informal contexts so that pupils are made aware of the value of speaking and representing well in a variety of situations.
- raise pupils' awareness of the language features found in spoken language, so that they can recognise the differences between spoken and written discourse, and speak and represent appropriately according to purpose, audience, context and culture.
- teach explicitly pronunciation and intonation to aid speech production.
- 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 posters, 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

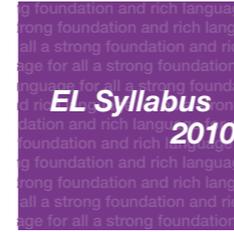


In developing the skills of speaking and representing, the *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])* builds on the strengths of the *EL Syllabus 2001 EM3 and Normal (Technical)* while defining the specific processes to be taught.

The *EL Syllabus 2001 EM3 and Normal (Technical)* 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



This syllabus continues to place importance on speaking and representing skills, learner strategies, attitudes and behaviour, and organises them into the following three focus areas which are shown in the Speaking and Viewing Chart:

### FEATURES OF SPOKEN LANGUAGE

- Awareness of Spoken Language Features

### SPEAKING AND REPRESENTING SKILLS AND STRATEGIES

- Pronunciation and Intonation
- Presentation: Planning and Organisation
- Delivery
- Interaction Skills

### TYPES OF SPOKEN TEXTS

- Speaking and Representing Widely

*Develop and strengthen 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 Spoken Language Features

To communicate effectively, pupils need to develop an awareness of the basic features of spoken language<sup>1</sup> that distinguish between it and the written form. This awareness will enhance pupils' ability to speak appropriately according to purpose, audience, context and culture. In addition, it is important that pupils understand the differences between standard and non-standard spoken English, especially the differences which are likely to give rise to misunderstanding (e.g., misuse of words or incorrect grammar). Such awareness will help them to understand what they are listening to and to respond appropriately.

### Upper Primary – Secondary

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

- 'Orientational' features to direct the listener to the space and time of an exchange
- Contractions to facilitate ease of speech
- 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
- Use of voice qualities i.e., pace, volume, tone and stress to affect meaning
- Register to signal the formality and informality of spoken language

### Pronunciation and Intonation

## SPEAKING AND REPRESENTING SKILLS AND STRATEGIES

Teachers will guide pupils in their speech production to achieve accuracy, fluency, appropriateness and clarity.

### Upper Primary – Secondary

Without good pronunciation, pupils will have problems making themselves understood because of the lack of clarity that comes with mispronunciation. Vowel length and final consonants are commonly found to be difficult for pupils to master. Hence, it is important that teachers model appropriate pronunciation, pace, volume, tone and stress to suit different purposes, audiences, contexts and cultures. Teachers will guide pupils in speaking clearly and fluently to convey appropriate meaning and expression. They will also involve pupils in giving constructive feedback to each other. Teachers will help pupils to speak and read aloud (e.g., from a prepared script or excerpts from a book) clearly and fluently using accurate pronunciation.

### Presentation: Planning and Organisation

### Upper Primary

Teachers will help pupils to plan and organise ideas for a presentation. When planning their presentations, pupils need to draw on their prior knowledge in order to generate ideas that are appropriate to the purpose, audience, context and culture. At this stage too, pupils will need to identify the appropriate register to use for their presentations.

### Lower Secondary

Teachers will guide their pupils to make formal presentations to a wider audience. They will show pupils how to draw essential information from a variety of sources, select the most appropriate presentation forms and structure their delivery. Teachers will give specific guidance on how to consider purpose, audience, context, and culture, and the appropriate oral and/ or visual form to represent their ideas. Appropriate scaffolding and modelling will also be provided to demonstrate to pupils the planning,

research and organising processes. The more able pupils can attempt to modify their texts for a range of audiences and learn the finer aspects of making presentations (e.g., through voice projection, using appropriate body language) that can enhance communication.

Teachers will also guide pupils to set goals for speaking and/ or representing. At the same time, they will continue to encourage pupils to generate ideas and details from their own experience and reading.

### Upper Secondary

At this level, teachers will get pupils to look for suitable information by gathering appropriate facts and ideas from one or multiple print and/ or non-print sources and help them put the information together in different modes to represent their ideas. Teachers will show pupils how to support ideas and points of view by integrating selected audio and visual resources, and verbal and/ or non-verbal cues to convey meaning appropriate to the purpose and the context. Teachers will demonstrate to pupils the appropriate use of registers for different audiences and contexts, and the appropriate use of details, anecdotes, experiences and feelings to enhance meaning. Teachers will also teach pupils the use of discourse markers to signpost stages in their presentations.

### Upper Primary – Secondary

Oral presentations can be challenging tasks for pupils. To help these 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. When pupils become more confident in speaking in English, teachers will then focus on accuracy and correct grammatical inaccuracies which impede meaning. Teachers will need to show pupils how to deliver their presentations fluently, confidently and effectively using both verbal and non-verbal cues. Teachers will provide ample opportunities for pupils to practise speech delivery in a non-threatening environment. They will also provide opportunities for pupils to deliver presentations using the appropriate register for formal and informal contexts.

Pupils will learn to speak at an appropriate volume to suit different purposes, audiences, contexts and cultures, and to maintain the appropriate posture and eye contact with the audience during presentations. Teachers will guide pupils in maintaining focus on the theme/ message in a presentation, and to deliver it with clarity, fluency and confidence.

### Interaction Skills

### Upper Primary – Secondary

In class, pupils tend to talk out of turn, interrupt others and respond inappropriately. Teachers will teach them the skills for interacting in small groups and with larger audiences. Interaction skills will be scaffolded from the basic, such as greeting others, to the more sophisticated, such as responding to questions in an interview.

Teachers will teach pupils to perform various communicative functions (e.g., introducing themselves and others, making requests and expressing their needs, ideas, opinions, thoughts and feelings) clearly and appropriately in various interactive situations, taking into account the norms and values in the socio-cultural setting. Teachers will guide pupils in the use of language to express gratitude, apologise and respond to compliments.

Teachers will provide pupils with opportunities to ask and respond to questions for clarification, understanding and elaboration (e.g., during interviews). Teachers will guide pupils in presenting ideas, opinions and experiences with confidence, for example, when they relate events and personal experiences, make and answer phone calls, offer information and state facts. Teachers will encourage pupils to respond with suggestions, feedback and alternative viewpoints when they encounter conflicting situations.

In addition to learning interaction skills, pupils will also learn to be polite, respectful and appreciative of contributions made by others when they participate in learning activities. Positive and helpful attitudes are especially important in interaction because pupils will have to speak and respond appropriately. Teachers will teach the more able pupils how to listen and respond actively as members of an audience when others are making a speech or presentation.

### Delivery

## TYPES OF SPOKEN TEXTS

### Speaking and Representing Widely

#### Upper Primary - Secondary

Pupils need exposure to a wide range of rich spoken texts<sup>2</sup> so that they can imitate and reproduce good models of spoken English and, progressively, express and represent their ideas, thoughts, perspectives, and feelings effectively. The models of spoken language demonstrating the appropriate use of grammar and vocabulary will help pupils in producing effective conversations, narratives, procedures, explanations, information reports, personal and factual recounts. The more able pupils can present expositions in the form of, for example, book reviews.

Teachers will show how spoken texts are determined by the purpose, audience, context and culture in which the message is delivered. They will expose pupils to good models of speech and engage them in enjoyable and meaningful tasks (e.g., role play, interviews and storytelling). These will enable pupils to practise the skills of speaking English accurately, fluently and appropriately in different contexts and to produce a variety of spoken texts. Pupils will learn how to use appropriate grammar and vocabulary for various functional purposes – to participate in conversations, to share experiences, to narrate or recount personal experiences, and to give instructions and directions.

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#### NOTES AND IN-TEXT REFERENCES

- <sup>1</sup> Kirk & Kirk, 1971 as cited in Faas, 1981, p. 296.
- <sup>2</sup> Spoken texts can range from an informal conversation at one end of the continuum which tends to be most spoken-like to formal speech at the other end which tends to be most written-like (Davison, 2005).

*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 will also help 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).

SPEAKING AND REPRESENTING			FEL		N(T)				REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4		
<b>FEATURES OF SPOKEN LANGUAGE</b>  Develop and strengthen understanding of key features of spoken language...	LO1:  Demonstrate knowledge of spoken grammar and register	<b>AWARENESS OF SPOKEN LANGUAGE FEATURES</b>							* See Component <b>Beginning Reading – Decoding through Phonics in Reading and Viewing Chart</b> in <i>EL Syllabus 2010 Primary &amp; Secondary (Express/ Normal [Academic])</i> .	
		<ul style="list-style-type: none"> <li>• <b>Demonstrate awareness of the features of spoken language:</b> <ul style="list-style-type: none"> <li>◦ 'orientational' features of space (e.g., <b>This</b> is where it is!) and time (e.g., I will visit the dentist <b>tomorrow</b>.)</li> <li>◦ contractions (e.g., I will → I'll; cannot → can't)</li> <li>◦ formulaic expressions (e.g., "How do you do?", "I'm fine, thank you.")</li> <li>◦ ellipsis e.g., A: How have you been? B: Fine (<b>I'm</b> is ellipted)</li> <li>◦ discourse markers (e.g., 'in addition to', 'finally')</li> </ul> </li> <li>• <b>Demonstrate awareness of how meaning is conveyed through the appropriate voice qualities i.e., pace, volume, tone and stress (e.g., through reading aloud, storytelling, presentations)</b></li> <li>• <b>Demonstrate awareness of the differences between formal and informal registers</b></li> </ul>								
		<b>PRONUNCIATION AND INTONATION</b>								
		<ul style="list-style-type: none"> <li>• <b>Pronounce clearly and accurately consonants, vowels, consonant clusters and vowel combinations*</b></li> <li>• <b>Speak clearly and fluently using the appropriate voice qualities:</b> <ul style="list-style-type: none"> <li>◦ pace</li> <li>◦ volume</li> <li>◦ tone</li> <li>◦ stress</li> </ul> </li> <li>- use appropriate <b>word</b> stress (e.g., com<b>P</b>uter, <b>C</b>AleNDAR)</li> <li>- use appropriate <b>sentence</b> stress (prominence) to convey meaning in context, e.g., A: <b>Victor</b> wants this now. (focus on subject) B: Victor <b>wants</b> this now. (focus on verb)</li> <li>• <b>Read aloud clearly and fluently using the appropriate voice qualities to convey meaning and expression</b></li> </ul>								
<b>SPEAKING AND REPRESENTING SKILLS AND STRATEGIES</b>  ...and apply speaking and representing skills and strategies...	LO2:  Speak with accurate pronunciation and appropriate intonation	<b>PRESENTATION: PLANNING AND ORGANISATION</b>								
		<ul style="list-style-type: none"> <li>• <b>Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics:</b> <ul style="list-style-type: none"> <li>◦ personal or familiar topics (e.g., about self, familiar persons and objects, and personal experiences)</li> <li>◦ literary or informational topics of increasing complexity</li> </ul> </li> <li>• <b>Draw on prior knowledge and understand (e.g., subject matter – background knowledge on how a machine works)</b></li> <li>• <b>Generate ideas and details appropriate to the purpose, audience, context and culture</b></li> <li>• <b>Select appropriate oral (e.g., oral reports) and/ or visual forms (e.g., skits, puppet plays) to convey facts, ideas and points of view for different purposes and audiences</b></li> </ul>								
		LO3:  Plan and present information and ideas for a variety of purposes								

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SPEAKING AND REPRESENTING			FEL		N(T)			REMARKS		
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3		SEC 4	
<b>SPEAKING AND REPRESENTING SKILLS AND STRATEGIES</b>  ...and apply speaking and representing skills and strategies...  (continued)	LO3:  Plan and present information and ideas for a variety of purposes  (continued)	<ul style="list-style-type: none"> <li>Gather and select facts and ideas from one or multiple print and/or non-print sources, appropriate to the purpose, audience, context and culture</li> <li>Identify the appropriate register to use for formal and informal contexts</li> <li>Enhance meaning through the use of details, experiences and feelings</li> <li>Use discourse markers to signpost stages in presentation (e.g., "For example", "For the next part")</li> <li>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</li> </ul>								
		<b>DELIVERY</b> <ul style="list-style-type: none"> <li>Speak at an appropriate volume to different audiences and according to context</li> <li>Maintain appropriate posture</li> <li>Maintain eye contact with the audience</li> <li>Use appropriate verbal and non-verbal cues to convey meaning</li> <li>Maintain focus on the gist/ main idea in a presentation</li> <li>Deliver presentations with clarity and fluency</li> <li>Use the appropriate register for formal and informal contexts</li> <li>Deliver presentations with confidence</li> <li>Emphasise key points to guide listeners in following important ideas</li> <li>Self-monitor and self-correct during oral presentations</li> </ul>								
	LO4:  Use appropriate skills, strategies and language to convey meaning during interactions	<b>INTERACTION SKILLS</b> <ul style="list-style-type: none"> <li>Speak clearly according to social norms and cultural values in different situations to, e.g.,                             <ul style="list-style-type: none"> <li>do short self/ peer introductions</li> <li>greet others</li> <li>make requests</li> <li>express basic personal needs (e.g., health, food)</li> <li>express feelings</li> <li>express agreement/ disagreement</li> <li>use appropriate non-verbal cues to convey meaning (e.g., hand gestures, nodding, facial expressions)</li> <li>take turns to speak at appropriate junctures</li> </ul> </li> <li>Ask questions for, e.g.,                             <ul style="list-style-type: none"> <li>clarification and understanding</li> <li>elaboration</li> </ul> </li> <li>Respond to questions in an interview/ conversation:                             <ul style="list-style-type: none"> <li>give personal details</li> <li>provide data and/ or information</li> <li>offer personal opinion</li> </ul> </li> </ul>								

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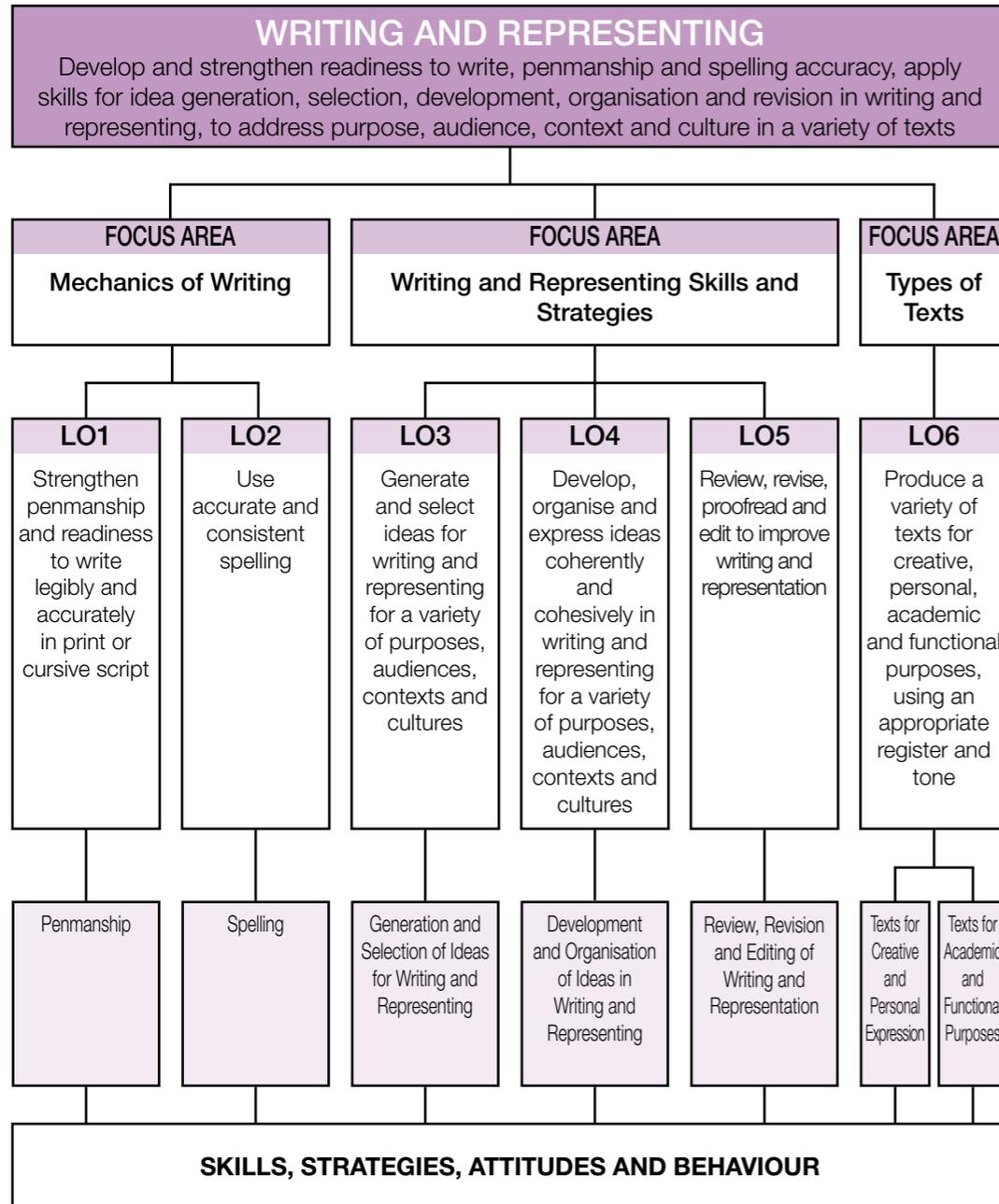
SPEAKING AND REPRESENTING			FEL		N(T)				REMARKS
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4	
<p><b>SPEAKING AND REPRESENTING SKILLS AND STRATEGIES</b></p> <p>...and apply speaking and representing skills and strategies...</p> <p>(continued)</p>	<p>LO4:</p> <p>Use appropriate skills, strategies and language to convey meaning during interactions</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• <b>Present ideas, opinions and experiences with confidence, e.g.,</b> <ul style="list-style-type: none"> <li>◦ elaborate on topics (e.g., people, places and things)</li> <li>◦ paraphrase information for clarification</li> <li>◦ state facts</li> <li>◦ re-state main points</li> </ul> </li> <li>• <b>Relate events and personal experiences</b></li> <li>• <b>Give personal/ factual accounts</b></li> <li>• <b>Give directions</b></li> <li>• <b>Make/ answer telephone calls</b></li> <li>• <b>Use cohesive devices to enable others to follow what is being said</b></li> <li>• <b>Respond with suggestions, feedback, alternative viewpoints respectfully and politely:</b> <ul style="list-style-type: none"> <li>◦ listen to the speaker in order to respond</li> <li>◦ maintain focus on topic</li> <li>◦ agree/ disagree at appropriate times and politely</li> <li>◦ give comments or interject only when appropriate</li> <li>◦ provide positive verbal and non-verbal feedback</li> </ul> </li> </ul>							<p>See <b>Grammar and Vocabulary Charts</b> for the grammatical 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 <b>mixture of types and forms.</b></p>
<p><b>TYPES OF SPOKEN TEXTS</b></p> <p>...in using language appropriately 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><b>SPEAKING AND REPRESENTING WIDELY</b></p> <ul style="list-style-type: none"> <li>• <b>Use language to produce spontaneous and planned spoken texts, and convey them in multimodal ways where appropriate:</b> <ul style="list-style-type: none"> <li>◦ Conversations (e.g., make a request, explain, participate in a pair/ group discussion)</li> <li>◦ Poetry (e.g., recite a simple poem, do choral recitation)</li> <li>◦ Personal recounts (e.g., share oral anecdotes)</li> <li>◦ Narratives (e.g., re-tell a story, describe an event)</li> <li>◦ Procedures (e.g., give directions and instructions)</li> <li>◦ Explanations (e.g., how something works)</li> <li>◦ Information reports (e.g., on a project, a school event)</li> <li>◦ Factual recounts (e.g., news reports, eye-witness accounts)</li> <li>◦ Expositions (e.g., simple arguments, reviews of a movie/ book)</li> <li>◦ A mixture of types and forms® (e.g., a personal recount in an exposition)</li> </ul> </li> </ul>							

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# Writing and Representing

## What to Teach, When and Why

### Overview Diagram



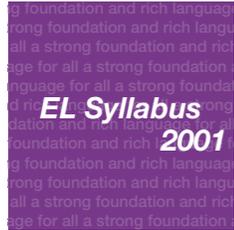
Writing is a high order development and follows from the development in reading.<sup>1</sup> Accurate and appropriate writing and representing involve the expression of intention, formulation of a message, retrieval of typographical features for writing and organisation of ideas for written communication to take place.<sup>2</sup> To prepare pupils to undertake daily tasks in functional writing and representing and to meet the demands of future employment, teachers will model the use of writing and/ or representing skills for them. Teachers will also teach pupils to apply writing and/ or representing skills according to different purposes, audiences, contexts and cultures.

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

- give pupils opportunities to consolidate the basic skills of penmanship and the use of appropriate spelling strategies, conventions and rules taught at previous levels.
- teach the processes and skills of writing by focusing on one or a few skills at a time, making clear the steps and processes involved in writing and representing.
- provide pupils with adequate scaffolding and modelling through explicit teaching and reinforcement of specific grammar items and guided writing so as to write accurately and freely for authentic purposes.
- guide pupils to plan, draft, review, revise, proofread and edit their written work collaboratively with their peers and confer with them to prepare the compilation or publication of their work.
- provide ample opportunities for the practice of language items such as grammar and vocabulary under controlled or guided writing conditions where the guidance provided is substantial before pupils move towards free expression and continuous writing.
- assign pupils various types of writing tasks of manageable levels of difficulty and length (e.g., guided writing at paragraph and text levels).
- expose pupils to a range of stimuli that will provide them with the background knowledge and ideas to write.
- encourage pupils to represent their ideas and thoughts in various forms (e.g., texts with illustrations and graphics, photographs with captions and concept maps).
- display pupils' writing and representation which will encourage pupils and affirm their attempts and success in writing and representing, and create a language-rich learning environment.

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## Building on the Past

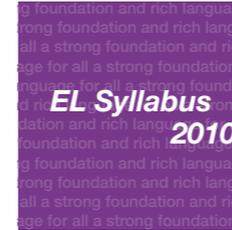


In developing the skills of writing and representing, the *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])* builds on the strengths of the *EL Syllabus 2001 EM3 and Normal (Technical)* while defining the specific processes to be taught.

The *EL Syllabus 2001 EM3 and Normal (Technical)* 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 writing tools and technologies
- Developing pupils' ability to write effectively in internationally acceptable English (Standard English) to suit purpose, audience, context and culture

## Moving Forward



This syllabus continues to place importance on writing and representing skills, learner strategies, attitudes and behaviour and organises them into the following three focus areas which are shown in the Writing and Representing Chart:

### MECHANICS OF WRITING

- Penmanship
- Spelling

### WRITING AND REPRESENTING SKILLS AND STRATEGIES

- 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

### TYPES OF TEXTS

- Texts for Creative and Personal Expression
- Texts for Academic and Functional Purposes

*Develop and strengthen readiness to write, penmanship and spelling accuracy, apply skills 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

### Penmanship

Handwriting is a fine motor skill required by pupils to complete writing tasks. Yet some pupils encounter or display handwriting problems which can also affect their readiness to write. They may not remember how to write letters of the alphabet or may write illegible letters. Other handwriting problems include confusion about directionality, misformation of letters, poor spacing both vertically and horizontally and extremely slow writing.<sup>3</sup> One common example of confusion about directionality would be the inability to tell the difference between ‘b’ and ‘d’. While some pupils may have problems with the height differences of letters,<sup>4</sup> others may form letters or connecting strokes incorrectly, and as a result these letters may look like other letters. For example, if a cursive ‘d’ is misformed in one way, it looks like ‘cl’. Some pupils may have the misguided idea that writing is easier to read if it is widely spaced.<sup>5</sup> Slow handwriting can also be considered a problem, since pupils’ writing speed often interferes with their work.

Teachers will have to consider the handwriting problems of pupils as these affect other aspects of the writing performance, which in turn have an effect on pupils’ learning process and academic achievements. Pupils with learning difficulties need direct, focused instruction to become proficient in written communication.<sup>6</sup> Pupils should also not be criticised too much for their attempts at handwriting. For these pupils, teachers need to repeat and reinforce the specific steps to develop their abilities at their own pace.<sup>7</sup>

### Spelling

## Upper Primary – Lower Secondary

From Primary 5 FEL to Secondary 1 N(T), teachers will continue to emphasise legibility and accuracy in writing through correct letter formation for both lower- and upper-case letters. Pupils will write with even and consistent letter shapes, letter size and spacing between letters and words.

Teachers will highlight the merits of writing in cursive, giving pupils the choice to write in print script or cursive for speed. Some pupils can be so used to writing in print script that they find it difficult to join letters fluently and automatically.<sup>8</sup> The joining of letters in cursive script can 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. However, some pupils are likely to have difficulties joining their letters in cursive script. This is especially so if they have been taught to join their letters too late or too early, when they have yet to internalise print script to begin with.<sup>9</sup> As handwriting style is personal and individual,<sup>10</sup> no particular style of handwriting is preferred in this syllabus. 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.<sup>11</sup>

## Upper Secondary

At this level, pupils are expected to write neatly and legibly when they create texts. Teachers will revisit and reinforce in pupils, where appropriate, the skills for writing neatly and legibly.

Written spelling requires the recall of correct letter formation, letter connection and letter sequence together with its feel and sound.<sup>12</sup> Some pupils may be able to spell a word verbally but are unable to write it correctly. Others may be able to recognise it in print but are unable to spell it verbally or write it correctly. A weak or inadequate knowledge of phonic elements is also likely to impact pupils’ ability to spell.

### Upper Primary – Lower Secondary

Learning to spell accurately – beginning with common high frequency words and moving on to new words – is critical to writing fluency. To help pupils spell common words accurately, teachers will revisit certain foundational skills and strategies like matching sound patterns to words, noticing visual patterns in words, and applying spelling rules and conventions.<sup>13</sup>

### Upper Secondary

Teachers will guide Upper Secondary pupils in applying spelling rules and conventions consistently and in checking spelling accuracy independently by using print and/ or non-print resources (e.g., a dictionary). The emphasis at these levels will be to encourage greater pupil independence in ensuring spelling accuracy. Pupils' ability to spell accurately will affect their vocabulary development.<sup>14</sup>

Regular exposure to and familiarity with correct spelling in texts, and the explicit teaching of specific spelling rules and conventions based on common spelling errors made by pupils will help them sort and spell words accurately.

## WRITING AND REPRESENTING SKILLS & STRATEGIES

Before pupils undertake any writing task, it is important that teachers help them realise the importance of considering and, hence, identifying purpose, audience, context and culture when planning, drafting and revising texts. Establishing the purpose, audience, context and culture for the task determines the language features and organisational structures of the type of text to be written. With guidance, pupils can write fluently in internationally acceptable English (Standard English) that is grammatical and appropriate for the purpose, audience, context and culture.

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 revising are recurrent processes throughout the act of creating texts.<sup>15</sup>

However, for the purpose of teaching, teachers will identify writing and representing 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 on their own thinking and context-awareness skills underlying the creation of target texts. Teachers can help pupils by explicitly instructing them in the application of these skills for creating different types of texts.

Even as teachers focus on the explicit teaching of writing and representing skills, they should also recognise that pupils have different learning styles and may already have acquired the necessary thinking skills and knowledge of types of texts relevant to the writing and representing task at hand. 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 pupils already have.

### Generation and Selection of Ideas for Writing and Representing

Teachers will teach pupils to generate and select ideas for writing and representing. Teachers need to use various learner strategies like brainstorming, illustrating, and drawing from past experiences to stimulate pupils' imagination or activate pupils' prior knowledge and experience of the subject matter or topic. Pupils can also gather ideas for their writing and/ or representing tasks through discussions with others, such as their teachers and peers.<sup>16</sup> They can make brief notes or use visual techniques such as concept maps.

#### Upper Primary – Secondary

Teachers will use visual stimuli such as multimodal materials (e.g., movies, posters) and realia to help pupils generate and gather ideas for writing and representing. Teachers will give pupils help in generating ideas and the language that they require to express these ideas. For instance, teachers can provide pupils with the vocabulary and necessary language structures at the pre-writing stage. Teachers will encourage pupils to generate their own ideas through the use of strategies like drawing mental images and mind mapping.

During class or group discussions, teachers will provide pupils with additional guidance in the form of scaffolding. Teachers will need to have explicit guidelines or specific questions to engage pupils during discussions. Teachers will also monitor pupils' learning so that they stay focused on their tasks.

### Development and Organisation of Ideas in Writing and Representing

#### Upper Primary – Secondary

Teachers will guide pupils in developing and organising the content of their writing and/ or representing, first at the paragraph-level and subsequently at the text-level. Pupils must learn to write in sentences and paragraphs, to apply their knowledge of the parts of speech and consolidate their use of language. They need to do this well before writing longer texts. Pupils also have to write deliberately and regularly to sustain their efforts at accuracy.

Teachers will provide the scaffolding for pupils to categorise, sequence and chunk the information or model the texts they have read, as in parallel writing.<sup>17</sup> Pupils will learn how to use the appropriate organisational structures and cohesive devices to present their ideas cohesively and coherently in print or other forms. Teachers can also guide pupils in selecting the appropriate visual and/ or audio resources to support the ideas expressed or to enhance the clarity and impact of their writing and representing.

While teachers will help pupils to write and represent different types of texts, pupils will also engage in freewriting at all levels. This enables pupils to express their feelings and thoughts freely on self-selected topics, and to use language spontaneously without worrying about grammatical accuracy.

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

#### Upper Primary – Secondary

Reviewing and revising allow pupils to monitor their work in the process of drafting when they seek to improve their choice of vocabulary and content.<sup>18</sup> This provides multiple opportunities for success while encouraging pupils to draw deeper on their existing knowledge and skills.

For the more able pupils, teachers can guide them to draft an outline based on the ideas generated during pre-writing and encourage them to write as much as they can. During this process, teachers will pay more attention to content rather than language use. For example, when the pupils are writing recounts/ narratives, teachers will ensure they have sufficient content or details to make their recounts/ narratives interesting. If it is an explanation, teachers will help pupils to gather ideas to explain the phenomenon or the situation at hand.

Teachers will spend more time explicitly modelling the process of reviewing texts by, for example, editing work with the whole class. Teachers can provide an editing checklist as a guide for pupils to use in determining what they should look out for. This checklist can be devised based on the knowledge of pupils' common errors. The more able pupils can engage in peer editing for grammar, spelling, punctuation, overall expression, register, and the use of conventions such as abbreviations and the use of numerical forms.

## TYPES OF TEXTS

Teachers will give pupils opportunities to write and represent different types of texts to express themselves, to communicate with others appropriately and effectively, and to write and represent for clear expression and functional purposes, at different stages of their language development. However, some pupils may not have developed the appropriate skills in understanding texts and have an inadequate command of the language to perform text-based tasks. As a result, these pupils lack confidence in applying writing and representing skills competently. It is necessary for teachers to constantly encourage and praise pupils' effort and work. If pupils are always criticised, they will suffer from low self-esteem.<sup>19</sup> Teachers play a significant role in motivating pupils and guiding them through the writing and representing process and in providing opportunities for success. Publishing or displaying pupils' work will be one source of motivation for some pupils.

At all levels, teachers will provide pupils with a wide variety of authentic and exemplary reading texts that provide the required content and language input (e.g., grammar, vocabulary, organisational structures) for writing and representing. It is through the explicit teaching and modelling of language use in texts that teachers help pupils internalise the linguistic and organisational structures found in the model texts.

Pupils will learn to use a range of technologies (e.g., word processor, presentation software) to create texts and to represent their ideas in multimodal ways. These texts can be in different forms (e.g., visual, interactive) and can include online publications (e.g., entries on blogs).

The different types of texts listed below are meant to help teachers identify texts pupils can create and are not meant to be prescriptive or limiting. The creation of texts should be scaffolded according to pupils' needs and abilities. No particular order is advocated for the teaching of the creation of these texts in any one year level. Teachers will encourage pupils to express themselves creatively and personally through writing and representing at all levels. At the Secondary level, pupils will, in addition to writing for creative and personal purposes, focus on writing informational/functional texts, factual recounts, explanations and expositions. At the upper levels, writing and representing become more complex in terms of the skills involved in the processes for idea generation, selection, development, organisation and revision of ideas; the language use; and the awareness of purpose and context expected of pupils.

Poetry is meant to be an exposure item for pupils. Through poetry, the more able pupils can learn to write song lyrics and advertising jingles to put language to meaningful use in context. Such representations will add a multi-sensory dimension to pupils' learning.

**Texts for  
Creative and  
Personal  
Expression**

**Poetry (for exposure from Secondary 3 to Secondary 4)**

The writing and representation of poems (e.g., rhymes, song lyrics) give pupils opportunities to express their feelings, thoughts and perception of scenes or events.

**Narratives (from Primary 5)**

The writing and representation of narratives allow pupils to narrate situations and express feelings and points of view about the world and/ or fictional worlds, through imaginative accounts. Pupils tell a story to entertain, inform or teach.

**Personal Recounts (from Primary 5)**

The writing and representation of personal recounts allow pupils to retell in chronological sequence an activity, event or an experience that they have been personally involved in.

**Texts for  
Academic and  
Functional  
Purposes**

**Lists (from Primary 5)**

The writing and representation of lists allow pupils to list facts or information. Pupils are expected to attain mastery of this text type by Secondary 1.

**Procedures/ Instructions (from Primary 5)**

The writing and representation of procedures/ instructions provide pupils opportunities to record in sequential order the steps taken to do something such as making shopping lists and completing application and personal forms.

**Notes/ Letters/ Email and Notices and Forms (from Primary 5)**

The writing and representation of text forms such as notes, letters, email, notices as well as form filling require pupils to record and send messages for transactional and/ or interactive purposes.

**Factual Recounts (from Secondary 1)**

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

**Information Reports (from Secondary 1)**

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

**Explanations (from Secondary 1)**

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 and other informational/ functional texts.

**Expositions (from Secondary 3)**

The writing and representation of expositions require pupils to explain and elaborate with reasoned arguments, 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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**NOTES AND IN-TEXT REFERENCES**

- <sup>1</sup> Myklebust, 1965, p.193.
- <sup>2</sup> Chalfant & Scheffelin, 1969, as cited in Faas, 1981, p. 429.
- <sup>3</sup> Cicci, 1983; Sassoon, 1990.
- <sup>4</sup> Sassoon, 1990, p. 74.
- <sup>5</sup> Ibid.
- <sup>6</sup> Smith, 1981.
- <sup>7</sup> Sassoon, 1990, p. 85.
- <sup>8</sup> Sassoon, 1990, pp.13, 76 – 79; Medwell, Wray, Minns, Griffiths & Coates, 2002, p. 65.
- <sup>9</sup> 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).
- <sup>10</sup> Sassoon, 1990, p. 4.
- <sup>11</sup> Alston & Taylor, 1987, pp. 57 – 58.
- <sup>12</sup> Aho, 1968, as cited by Faas, 1981, pp. 435 – 436.
- <sup>13</sup> Pupils need to be able to see the link between sound patterns in words and their corresponding spelling patterns, in order to generalise spelling rules and regularities about recurring letter strings and lexical patterns (Goulandris, 1994).
- <sup>14</sup> Ministry of Education, Wellington, New Zealand (2005). For FEL and N(T) EL pupils, strengths or weaknesses in one aspect of language learning affect the other aspects of language learning. Proficient spellers are more likely to use more words outside a core vocabulary. They are also more confident in using a variety of words (including words that are difficult to spell), and are less repetitive and more effective in their writing.
- <sup>15</sup> Flower & Hayes, 1981.
- <sup>16</sup> Hayes, 2005.
- <sup>17</sup> Corbett, 2003.
- <sup>18</sup> Self-monitoring during the process of text construction helps develop metacognitive awareness and control as discussed in Bereiter and Scardamalia (1993) and Bereiter (1980).
- <sup>19</sup> Erikson's Developmental Stage Theory proposed that in school, the child will increase efforts to learn if they are encouraged and praised by teachers; if always criticised, they will learn to feel inferior. Hence, teachers should consciously and deliberately praise every small effort and progress made by the pupils (Straker, 2006).

**RESTRICTED**

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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.

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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).

WRITING AND REPRESENTING			FEL		N(T)			REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3		SEC 4
<b>MECHANICS OF WRITING</b>  Develop and strengthen readiness to write, penmanship and spelling accuracy, ...	LO1:  Strengthen penmanship and readiness to write legibly and accurately in print or cursive script	<b>PENMANSHIP</b> Teachers will revisit, where appropriate, penmanship skills for writing neatly and legibly when pupils create texts. <ul style="list-style-type: none"> <li>Strengthen penmanship                             <ul style="list-style-type: none"> <li>use appropriate writing instruments</li> <li>adopt appropriate writing posture and hand grip</li> <li>position paper appropriately</li> <li>position print on a line</li> <li>write from left to right and top to bottom of the page</li> </ul> </li> <li>Write letters of the alphabet by matching sounds of English to letter names (i.e., demonstrate the alphabetic principle)</li> <li>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')</li> <li>Use regular and appropriate spacing between letters, words, sentences and/ or paragraphs</li> <li>Write in cursive script to increase writing speed</li> </ul>							
	LO2:  Use accurate and consistent spelling	<b>SPELLING*</b> <ul style="list-style-type: none"> <li>Write accurately by applying spelling strategies e.g.,                             <ul style="list-style-type: none"> <li>matching sound patterns to words (e.g., segmenting, blending)</li> <li>noticing visual patterns in words</li> <li>making analogies from familiar words (e.g., identifying word families)</li> <li>using word meaning (e.g., of root words, and how adding prefixes and suffixes to a word affects its meaning)</li> </ul> </li> <li>Write accurately using knowledge of phonic elements e.g.,                             <ul style="list-style-type: none"> <li>three- and four-letter short vowel words (e.g., consonant-vowel-consonant words, such as: box, cat and tick)</li> <li>age-/ year-level-appropriate high frequency words including non-decodable words, function words and high interest words</li> <li>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'.)</li> <li>silent letters in words (e.g., -e in 'cake', 'kite' and 'home')</li> <li>frequently misspelled words (e.g., 'their', 'they're', 'there')</li> <li>multi-syllabic words</li> </ul> </li> <li>Check spelling accuracy e.g.,                             <ul style="list-style-type: none"> <li>looking up words in a dictionary (e.g., online dictionary or the spell-check function in a word processing software)</li> </ul> </li> <li>Apply spelling rules and conventions consistently e.g.,                             <ul style="list-style-type: none"> <li>vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from -y to -ies when forming the plural)</li> <li>word derivatives (e.g., -ing) and inflection patterns (e.g., prefixes, suffixes)</li> <li>American-British spelling (e.g., color – colour)</li> </ul> </li> </ul>							

\* See Component **Beginning Reading – Decoding through Phonics in Reading and Viewing Chart** in *EL Syllabus 2010 Primary & Secondary (Express/ Normal [Academic])*.

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4	
<b>WRITING AND REPRESENTING SKILLS AND STRATEGIES</b>  ... apply skills 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	<b>GENERATION AND SELECTION OF IDEAS FOR WRITING AND REPRESENTING®</b> <ul style="list-style-type: none"> <li>Plan by identifying the purpose, audience and context (which determine register and tone) for writing tasks</li> <li>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"> <li>illustrating, drawing and freewriting using visuals and realia as stimuli</li> <li>asking questions about the topic and context</li> <li>studying ideas in and using input from exemplary texts</li> <li>brainstorming and describing personal feelings, past experiences/ events, points of view and ideas</li> <li>reflecting on past experiences/ events and ideas (e.g., through journaling)</li> <li>using visual techniques (e.g., timeline, flow chart, storyboard, concept map, table, diagram)</li> <li>taking notes</li> </ul> </li> <li>Gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture</li> </ul>							® See Component <b>Language Features of Types of Texts</b> in <b>Grammar Chart</b> for the grammatical items specific to the various year levels and the types of texts to be created.  See the Focus Area ' <b>Types of Texts</b> ' 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.
	LO4:  Develop, organise and express ideas coherently and cohesively in writing and representing for a variety of purposes, audiences, contexts and cultures	<b>DEVELOPMENT AND ORGANISATION OF IDEAS IN WRITING AND REPRESENTING*</b> <b>Paragraph Level</b> (Guided Writing) <ul style="list-style-type: none"> <li>Express feelings and thoughts through freewriting on self-selected topics, using selected emotive/ sensory details</li> <li>Elaborate on, explain and/ or justify the main idea of a paragraph by:                             <ul style="list-style-type: none"> <li>supporting with personal opinions</li> <li>providing related examples</li> <li>providing explanations using connectors of cause and effect</li> <li>providing relevant factual, descriptive, emotive or sensory details and/ or examples</li> </ul> </li> <li>Develop characterisation in a narrative using literary techniques (e.g., direct speech)</li> <li>Use key words, phrases or clauses to introduce the main idea in a paragraph</li> <li>Use appropriate cohesive devices (e.g., connectors, pronouns) to indicate relations between different sentences.</li> <li>Restate main ideas in the concluding paragraph of informational/ functional texts, where appropriate</li> <li>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"> <li>sentence lengths and structures (e.g., simple, compound and complex sentences)</li> <li>vocabulary (e.g., words and phrases for providing information, verbs for describing actions, adjectives for describing persons in characterisation)</li> <li>typographical and visual features (e.g., arrangement of texts in an advertisement, letter/ word position, line length and font type, colour and size)</li> </ul> </li> </ul>							

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FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4	
<p><b>WRITING AND REPRESENTING SKILLS AND STRATEGIES</b></p> <p>... apply skills 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>	<p><b>Text Level (Guided Writing)</b></p> <ul style="list-style-type: none"> <li>Use text features (e.g., title/ headline, main headings and sub-headings, captions/ labels for visuals) appropriate to different types of texts and contexts</li> <li>Choose appropriate ways and modes of writing and representing ideas, depending on the purpose and the impact on the audience</li> <li>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)</li> <li>Use appropriate cohesive devices (e.g., connectors) to indicate relations between different paragraphs, and between the main idea of a paragraph and the key message of a text</li> <li>Ensure coherence in a text by selecting organisational patterns appropriate to purpose, audience, context and culture e.g.,                             <ul style="list-style-type: none"> <li>sequence in chronological order</li> <li>categorise and classify</li> <li>sequence in order of priority/ importance (e.g., steps in a process)</li> <li>cause and effect</li> <li>compare and contrast</li> </ul> </li> <li>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</li> </ul>							
	<p>LO5:</p> <p>Review, revise, proofread and edit to improve writing and representing</p>	<p><b>REVIEW, REVISION AND EDITING OF WRITING AND REPRESENTATION#</b></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.</p> <ul style="list-style-type: none"> <li>Review drafts to check that the selection and organisation of meanings and choice of grammar and vocabulary are suitable for the purpose, audience, context and culture</li> <li>Revise/ improve initial draft of a text by:                             <ul style="list-style-type: none"> <li>replacing, adding, deleting and or reordering details</li> <li>choosing more suitable words or expressions</li> <li>changing the typographical and visual features of a text (e.g., font type, colour and size)</li> </ul> </li> <li>Proofread and edit drafts (e.g., using own knowledge, self-reflection, referring to a dictionary, class-editing, peer-editing) by:                             <ul style="list-style-type: none"> <li>correcting language features (e.g. spelling, punctuation, grammar) for grammatical accuracy and clarity of meaning</li> <li>improving the layout of a text for ease of reading, e.g.,                                     <ul style="list-style-type: none"> <li>adjust spacing between words, sentences and/ or paragraphs</li> <li>add indentation where appropriate (e.g., at the beginning of a paragraph)</li> <li>add and/ or align bullets and numbering, headings, sub-headings in informational/ functional texts, where appropriate</li> </ul> </li> </ul> </li> </ul>							

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WRITING AND REPRESENTING			FEL		N(T)				REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4		
<b>TYPES OF TEXTS</b>  ... 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	<b>At all levels, the creation of texts (including multimodal texts, where appropriate) 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 not meant to be prescriptive or limiting. The examples of text forms listed against each type of text are not necessarily exclusive to the type of text.</b>  <b>No particular order is advocated for the teaching of these texts in any one year level. Pupils should also be encouraged to express themselves creatively and personally through writing and representing at all levels and to attempt more complex literary and informational/ functional texts at the higher levels. At higher levels, writing and representing tasks become more complex in terms of the process skills, language use and context awareness expected of pupils. Pupils should be given opportunities to engage in the creation of multimodal texts.</b>  <b>As real-world texts often have more than one function and comprise a mixture of types and forms, pupils will learn to understand and produce them.</b>								
		<b>TEXTS FOR CREATIVE AND PERSONAL EXPRESSION*</b>								
		<b>Poetry</b>								
		<i>e.g., rhymes, song lyrics</i>								
		<ul style="list-style-type: none"> <li>• <b>Express feelings, thoughts and perception of scenes/ events by:</b> <ul style="list-style-type: none"> <li>◦ <i>writing short rhymes or songs following models shown by the teacher</i></li> <li>◦ <i>experimenting with sounds and images of words/ phrases from a given list (e.g., similes, metaphors)</i></li> <li>◦ <i>applying the appropriate format, using the relevant features (e.g., lines or stanza)</i></li> </ul> </li> </ul>								
		<b>Personal Recounts</b>								
		<i>e.g., diary, journal entries or personal letters describing and reflecting on self, experiences or past events</i>								
		<ul style="list-style-type: none"> <li>• <b>Retell experiences or past events, using factual and sensory details by:</b> <ul style="list-style-type: none"> <li>◦ describing who, when, what, where and series of events in chronological sequence</li> <li>◦ describing in the first person the writer's or character's feelings and thoughts</li> <li>◦ reflecting in a commentary why the experiences/ events described are memorable or worth recounting</li> </ul> </li> </ul>								
		<b>Narratives</b>								
		<i>e.g., stories about characters in given situations</i>								
		<ul style="list-style-type: none"> <li>• <b>Narrate situations, express feelings and convey points of view about the world and/ or fictional worlds by:</b> <ul style="list-style-type: none"> <li>◦ describing the setting and developing the plot (e.g., series of events building towards the complication and resolution)</li> <li>◦ using first-person or third-person pronouns consistently</li> <li>◦ using literary techniques for characterisation (e.g., direct speech)</li> <li>◦ describing characters with elaboration to convey e.g.,                             <ul style="list-style-type: none"> <li>- feelings and thoughts</li> <li>- physical appearance</li> <li>- action (e.g., body movements)</li> </ul> </li> </ul> </li> </ul>								

\* See Component Language Features of Types of Texts in Grammar Chart for the grammatical items specific to the various year levels and the types of texts to be created.

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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 will also help 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			FEL		N(T)			REMARKS		
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3		SEC 4	
<b>TYPES OF TEXTS</b>  ... to address purpose, audience, context and culture in a variety of texts.  (continued)	LO6:  Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone  (continued)	<b>TEXTS FOR ACADEMIC AND FUNCTIONAL PURPOSES**</b>							**See Component <b>Language Features of Types of Texts</b> in <b>Grammar Chart</b> for the grammatical items specific to the various year levels and the types of texts to be created.	
		<b>Lists</b> e.g., lists of 'things to do'								
		<ul style="list-style-type: none"> <li>• <b>List facts or information by applying the appropriate format, using the relevant features e.g.,</b> <ul style="list-style-type: none"> <li>◦ bullets</li> <li>◦ numbering</li> </ul> </li> </ul>								
		<b>Procedures</b> e.g., recipes, instructions on how to create an art or craft work								
		<ul style="list-style-type: none"> <li>• <b>Record the steps taken to do or make something by:</b> <ul style="list-style-type: none"> <li>◦ writing the aim of the text</li> <li>◦ listing the materials needed</li> <li>◦ sequencing and/ or describing items to be carried out or conditions to be observed</li> <li>◦ applying the appropriate format, using the relevant features e.g.,                             <ul style="list-style-type: none"> <li>- main heading</li> <li>- bullets/ numbering</li> </ul> </li> </ul> </li> </ul>								
		<b>Notes, Letters, Email, Notices And Forms</b> e.g., notes of excuse, notices for notice boards, letters or email to a friend, teacher or principal to ask for information or give feedback								
		<ul style="list-style-type: none"> <li>• <b>Provide information, explain a situation and/ or express points of view, using factual, emotive and sensory details by:</b> <ul style="list-style-type: none"> <li>◦ describing, elaborating on and/ or supporting/ explaining key points</li> <li>◦ applying the appropriate format, using the relevant features e.g.,                             <ul style="list-style-type: none"> <li>- salutation (e.g., in letters/ email)</li> <li>- section heading (e.g., in letters/ email)</li> <li>- main and sub-headings</li> <li>- bullets/ numbering</li> <li>- signing off (optional for email)</li> </ul> </li> </ul> </li> </ul>								
		<b>Factual Recounts</b> e.g., school eye-witness accounts of an incident to a teacher or police								
		<ul style="list-style-type: none"> <li>• <b>Record the particulars of an incident and/ or explain how and why it happened, using factual, emotive, sensory details or points of view by:</b> <ul style="list-style-type: none"> <li>◦ describing background information/ facts regarding the persons involved (e.g., location, date and time of events) to orientate the reader</li> <li>◦ describing, elaborating on and/ or supporting/ explaining key points and series of events</li> <li>◦ reflecting in a commentary how and why the incident happened</li> <li>◦ applying the appropriate format, using the relevant features e.g.,                             <ul style="list-style-type: none"> <li>- title or headline</li> <li>- bullets/ numbering</li> <li>- signing off (e.g., in eye-witness accounts)</li> </ul> </li> </ul> </li> </ul>								

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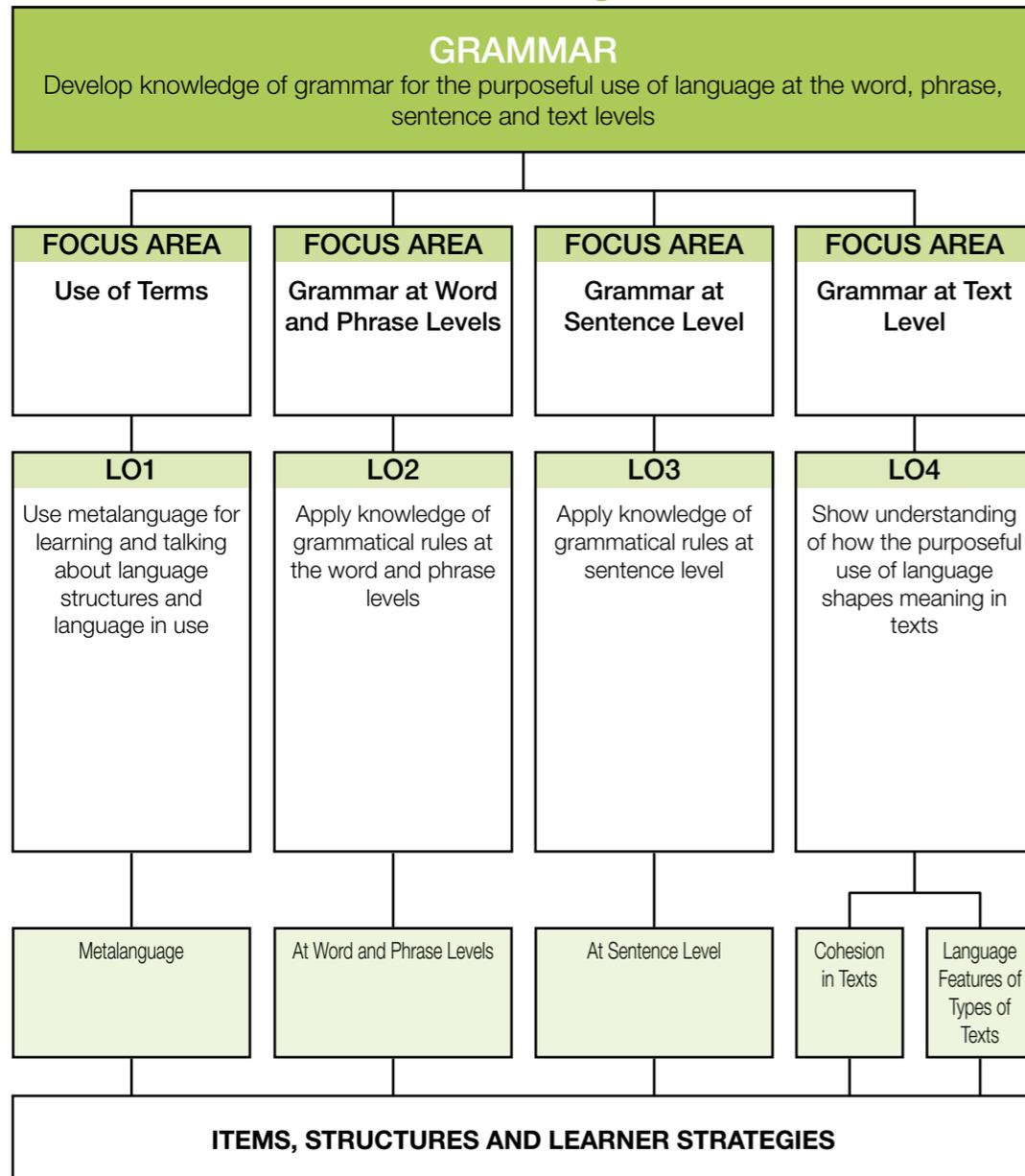
WRITING AND REPRESENTING			FEL		N(T)				REMARKS	
FOCUS AREAS	LEARNING OUTCOMES	SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4		
<p><b>TYPES OF TEXTS</b></p> <p>... to address purpose, audience, context and culture in a variety of texts.</p> <p>(continued)</p>	<p>LO6:</p> <p>Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone</p> <p>(continued)</p>	<p><b>Information Reports</b></p> <p>e.g., report on a product/ service project proposal/ brochures for the public on given topics</p>								
		<ul style="list-style-type: none"> <li>• <b>Provide and explain information, using factual and sensory details by:</b> <ul style="list-style-type: none"> <li>◦ introducing the topic (e.g., presenting the definition, classification, shared knowledge or context) in the opening</li> <li>◦ describing, elaborating on and/ or supporting/ explaining key points</li> <li>◦ restating key points in the conclusion</li> <li>◦ applying the appropriate format, using the relevant features e.g.,                             <ul style="list-style-type: none"> <li>- addressee (e.g., in proposals)</li> <li>- main and sub-headings</li> <li>- bullets/ numbering</li> <li>- signing off (e.g., in proposals)</li> </ul> </li> </ul> </li> </ul>								
		<p><b>Explanations</b></p> <p>e.g., explaining rules of a game or sport, how and/ or why an event or social problem occurs</p>								
		<ul style="list-style-type: none"> <li>• <b>Explain how or why something works or happens, using factual and sensory details by:</b> <ul style="list-style-type: none"> <li>◦ providing a definition/ statement of the phenomenon, process or system to be explained</li> <li>◦ describing systematically how or why the phenomenon, process or system works</li> <li>◦ applying the appropriate format, using the relevant features e.g.,                             <ul style="list-style-type: none"> <li>- main headings</li> <li>- bullets/ numbering</li> </ul> </li> </ul> </li> </ul>								
		<p><b>Expositions</b></p> <p>e.g., online forum supporting/ disagreeing with a position; reviews of computer games or movies, explaining why these were interesting advertisements; persuading the class or school to buy or do something</p>								
		<ul style="list-style-type: none"> <li>• <b>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, using factual and/ or sensory details by:</b> <ul style="list-style-type: none"> <li>◦ stating the writer's point of view or proposed action in the opening to orientate the reader</li> <li>◦ elaborating on/ explaining the writer's point of view or proposed action with relevant examples/ evidence</li> <li>◦ restating the writer's point of view/ proposed action and/ or key points in the conclusion</li> <li>◦ applying the appropriate format, using the relevant features e.g.,                             <ul style="list-style-type: none"> <li>- addressee (e.g., in proposals)</li> <li>- title or headline</li> <li>- main and sub-headings</li> <li>- bullets/ numbering</li> <li>- signing off (e.g., in proposals)</li> </ul> </li> </ul> </li> </ul>								

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# Grammar

## What to Teach, When and Why

### Overview Diagram



The abstract concept of grammar will not come easily to pupils. One of the difficulties is the complexities of English Language morphology.<sup>1</sup> English has many exceptions to the rule, for example, inflections, can be marked with ‘-ed’ or ‘-ing’ and the use of irregular forms of the verb (e.g., eat, ate; run, ran). Learning grammar is made even more difficult if the home language of the pupils is not predominantly English. For these pupils, grammar has to be taught first in more concrete, everyday terms. For instance, grammar can be explained as the ‘building blocks’ of language (e.g., words combine to form phrases, phrases combine to form clauses or sentences, sentences combine to form paragraphs) or in terms of discernible patterns, such as Subject-Verb-Object (S-V-O).

Pupils will also need to know that grammar in spoken, written and multimodal texts differs in form and function, and the appropriate use of grammatical items and structures in the different text types or forms contributes to effective language use.

The explicit teaching of grammatical items and structures in a meaningful context will help pupils learn to communicate meaningfully and accurately. A spiral approach is recommended, beginning with the introduction of simpler items and structures. These will be revisited and reinforced at the upper levels, with a focus on more complex structures at word, phrase, sentence and text levels, depending on pupils’ needs and abilities. Revisiting and reinforcing grammar items from the Upper Primary levels to Secondary 4 will help create in pupils a greater sensitivity to commonly-made errors and consequently, they will have greater awareness of what correct grammar is all about.

When teaching grammatical items and structures explicitly, teachers will use appropriate metalanguage with pupils to develop their understanding of the conventions of language. Teachers need to integrate the teaching of grammar with the other language skills and use authentic texts and resources which contain frequently occurring grammatical items and structures.

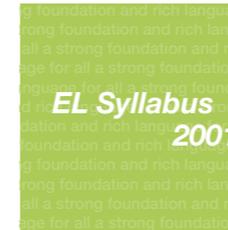
Hence, to develop pupils’ knowledge of and proficiency in grammar, teachers will:

- 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.

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- 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 contribute to effective communication for different purposes, audiences, contexts and cultures.
- monitor pupils' understanding and use of grammar during practice.

## Building on the Past

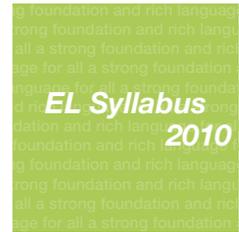


In developing pupils' knowledge of grammar, the *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])* builds on the strengths of the *EL Syllabus 2001 EM3 and Normal (Technical)* while defining the specific grammatical items, structures and learner strategies to be taught at the word, phrase, sentence and text levels.

The *EL Syllabus 2001 EM3 and Normal (Technical)* 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



This syllabus organises grammar items, structures and learner strategies into the following four focus areas which are shown in the Grammar Chart:

## USE OF TERMS

- Metalanguage

## GRAMMAR AT WORD AND PHRASE LEVELS

## GRAMMAR AT SENTENCE LEVEL

## GRAMMAR AT TEXT LEVEL

- Cohesion in Texts
- Language Features of Types of Text

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

## USE OF TERMS

### Upper Primary

In order to strengthen and reinforce pupils' language foundation, they need a knowledge of grammar which will support their development of language skills, specifically in improving reading and for producing different types of spoken and written texts for creative, personal, academic and functional purposes. For this reason, teachers will revisit and reinforce the grammatical metalanguage pupils have learned in Lower and Middle Primary that will enable them to talk about grammatical items, structures and rules at the word, phrase, sentence and text levels. The grammatical terms will be taught explicitly, systematically and meaningfully.

### Secondary

Teachers will continue to develop and strengthen pupils' knowledge of grammatical metalanguage at the different levels.

## GRAMMAR AT WORD, PHRASE AND SENTENCE LEVELS

### Upper Primary

At the Upper Primary level, besides the explicit teaching of grammatical items, structures and rules using the appropriate metalanguage, teachers will teach grammar within the context of meaningful language use.

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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. 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 distinguish between word classes, also known as parts of speech (e.g., nouns and verbs), in a selection they read with the teacher during guided reading. 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 and lexical items are used.

It is important and necessary to expose pupils to many types of simple literary and informational/ functional texts and models of language use which they can reproduce in speaking, writing and the representation of texts.

Teachers will revisit and reinforce these word classes, connectors, sentence structures and punctuation until mastery of the items and structures is achieved. This will ensure that pupils are able to identify the form, meaning and function of word classes (parts of speech) and to distinguish between the word classes. Knowledge of word classes will also complement pupils' vocabulary development. Teachers will teach pupils to vary the forms of verbs to reflect time, tense and aspect and to demonstrate how meaning can be affected if time, tense and aspect are not inflected accurately. Teachers will teach pupils to combine words in the right order (e.g., S-V-O) to form simple, compound and complex sentences and to change the way sentences are written. Pupils will also do simple editing of their writing and make simple presentations with correct grammar.

## Secondary

Teachers will revise with pupils the grammatical items and structures to help them consolidate their understanding of how these items and structures work, before introducing new items. Pupils will learn how to expand and manipulate grammatical structures (e.g., expand words into phrases, join sentences). Teachers will show pupils how to recognise and correct their own errors. Where necessary, teachers will teach and revise these grammatical items and structures until mastery is achieved.

## 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.<sup>2</sup> When cohesive devices are used skilfully, pupils will be able to achieve greater coherence in the texts they produce.

Grammar at the paragraph and text levels will be progressively introduced over the year levels to help pupils recover and gain fluency and control in their use of language. Pupils will construct a variety of sentence structures and learn to use them to produce continuous writing according to purpose, audience, context and culture. They will also edit their writing and/ or representation of texts for meaning and clarity. Teachers will expose pupils to many texts and text forms to help them become aware of how language shapes the meaning of the texts. Teachers will provide scaffolding for learning the language through the use of a wide variety of print and non-print resources in teaching grammar at text level.

### Upper Primary

Teachers will teach the pupils how to organise words into sentences, and sentences into paragraphs and texts using cohesive devices (such as reference, substitution, conjunction). This knowledge will enable pupils to unify ideas, organise, and show logical progression and connectedness in their written and oral presentations.

Teachers will raise pupils' awareness of the common language features found in personal recounts and narratives, written instructions and procedures, and conversations and short functional texts. They will help pupils 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. Together with the use of cohesive devices, pupils will be able to produce a piece of sustained continuous writing and representation of a text that is coherent, accurate and suitable for the intended purpose, audience, context and culture.

### Secondary

Teachers will focus on text level grammar to show pupils how grammar and meaning are interwoven. Teachers will strengthen pupils' knowledge and use of cohesive devices in creating links across different clauses, sentences and paragraphs. Pupils will identify the common language features of explanations, factual recounts, information reports and simple expositions, and learn to reproduce these language features during speaking, writing and representing to suit the purpose, audience, context and culture.

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#### NOTES AND IN-TEXT REFERENCES

- <sup>1</sup> Swanson, Harris and Graham, 2003, p. 224.
- <sup>2</sup> Chandrasegaran, 2001, pp. 111 - 112.

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FOCUS AREAS	LEARNING OUTCOMES	ITEMS, STRUCTURES AND LEARNER STRATEGIES	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4	
<b>USE OF TERMS</b>  Develop knowledge of grammar for the purposeful use of language ...	LO1:  Use metalanguage for learning and talking about language structures and language in use	<b>METALANGUAGE</b>  <b>The explicit teaching of metalanguage will be revisited. Pupils will revise all the grammatical terms listed here because they will require the grammatical terms to talk about how language works at the word, phrase, sentence and text levels, and during editing and self-correction. Teachers will teach other terms, where appropriate, especially to the more able pupils.</b>							* See section on <b>Verbs</b> for subject-verb-agreement for collective nouns.
		<ul style="list-style-type: none"> <li>• <b>Use the following grammatical terms:</b> <ul style="list-style-type: none"> <li>◦ 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</li> <li>◦ subject, object, phrase, clause, simple sentence, compound sentence, complex sentence</li> </ul> </li> </ul>							
<b>GRAMMAR AT WORD AND PHRASE LEVELS</b>  ...at the word, phrase,...	LO2:  Apply knowledge of grammatical rules at the word and phrase levels	<b>AT WORD AND PHRASE LEVELS</b>							
		<b>Nouns</b>							
		<ul style="list-style-type: none"> <li>• <b>Use different types of nouns:</b> <ul style="list-style-type: none"> <li>◦ Common nouns                             <ul style="list-style-type: none"> <li>- concrete countable (e.g., table)</li> <li>- concrete uncountable (e.g., luggage)</li> <li>- singular (e.g., teacher, potato, baby, knife, son-in-law)</li> <li>- plural - regular (e.g., teachers, potatoes, babies, knives, sons-in-law)</li> <li>- plural - irregular (e.g., children)</li> <li>- without a plural marker (e.g., sheep, salmon, deer)</li> <li>- gender (e.g., son/ daughter, lion/ lioness)</li> </ul> </li> <li>◦ Proper nouns (e.g., Singapore, Janet)</li> <li>◦ Possessive form (e.g., the boy's pencil, James' car/ James's house, sister-in-law's place)</li> <li>◦ Collective nouns* (e.g., family, committee, flock, panel)</li> <li>◦ Abstract nouns (e.g., love, fear)</li> </ul> </li> <li>• <b>Expand nouns into noun phrases (e.g., table → a brown table)</b></li> <li>• <b>Use gerunds: nouns which look like verbs (e.g., I like singing.)</b></li> <li>• <b>Form nouns from adjectives or verbs (e.g., kind → kindness, suffer → suffering)</b></li> </ul>							
		<b>Determiners</b>							
		<ul style="list-style-type: none"> <li>• <b>Use different types of determiners</b> <ul style="list-style-type: none"> <li>◦ Articles (introduce nouns):                             <ul style="list-style-type: none"> <li>- a/ an: Indefinite (e.g., a book, an apple)</li> <li>- the: definite (e.g., the Principal of my school, Mr. Lim)</li> <li>- zero article: no article for uncountable nouns (e.g., I like music and I can play the guitar.)</li> </ul> </li> <li>◦ Quantifiers (indicate and/ or highlight quantity of nouns):                             <ul style="list-style-type: none"> <li>- numerals:                                     <ul style="list-style-type: none"> <li>a) cardinal (e.g., one, two)</li> <li>b) ordinal (e.g., first, second, last)</li> </ul> </li> <li>- some, few/ little, many/ much (countable/ uncountable)</li> </ul> </li> </ul> </li> </ul>							

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<p><b>GRAMMAR AT WORD AND PHRASE LEVELS</b></p> <p>...at the word, phrase,...</p> <p>(continued)</p>	<p>LO2:</p> <p>Apply knowledge of grammatical rules at the word and phrase levels</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>- not many/ not much, too many/ too much (countable/ uncountable)</li> <li>- no, both/ all, each/ every</li> <li>- enough/ not enough</li> <li>- fewer, less, more: compare quantities of two nouns</li> <li>- another, other: indicate occurrence of additional nouns</li> <li>o Possessives (indicate ownership):                             <ul style="list-style-type: none"> <li>- my, our, your, his, her, its, their (e.g., This is <b>my</b> car.)</li> </ul> </li> <li>o Demonstratives (indicate differences in proximity to speaker):                             <ul style="list-style-type: none"> <li>- This/ that, these/ those (e.g., <b>This</b> dress is prettier than <b>that</b> one hanging over there.)</li> </ul> </li> <li>o Interrogatives: what, which, whose (e.g., <b>Which</b> shirt did you choose? <b>Whose</b> bag is that?)</li> </ul>							
	<b>Pronouns</b>								
	<ul style="list-style-type: none"> <li>• Use different types of pronouns</li> <li>o Personal pronouns                             <ul style="list-style-type: none"> <li>- as subject: I, we, you, he, she, it, they (e.g., <b>We</b> live in Hougang. <b>You</b> live in Bedok.)</li> <li>- as object: me, us, you, him, her, it, them (e.g., Mr Ang gave <b>me</b> a book. He gave <b>you</b> a pencil.)</li> </ul> </li> <li>o Demonstrative pronouns: this, that, these, those (e.g., <b>This</b> costs more than <b>that</b>.)</li> <li>o Interrogative pronouns: what, whose, which, who(m) (e.g., <b>Whose</b> is that? It is the actor's.)</li> <li>o Reflexive pronouns: myself, ourselves yourself, yourselves, himself, herself, itself, themselves. (e.g., We got out of the water and dried <b>ourselves</b>.)</li> <li>o Possessive pronouns: mine, ours, yours, his, hers, theirs (e.g., This car is <b>mine</b>.)</li> <li>o Indefinite pronouns: anyone/ anybody/ anything, everyone/ everybody/ everything, someone/ somebody/ something, no one/ nobody/ nothing</li> <li>o Reciprocal pronouns: each other, one another (e.g., Dan and I write to <b>each other</b> regularly.)</li> <li>o Relative pronouns: which, who, that, whose, where (e.g., The man <b>who</b> is sitting next to me is my father.)</li> </ul>								
	<b>Adjectives</b>								
	<ul style="list-style-type: none"> <li>• Use different types of adjectives: quantity (e.g., much), quality (e.g., soft), size (e.g., large), origin (e.g., Italian), colour (e.g., blue)</li> <li>• Use adjectives occurring in different positions (e.g., the <b>old</b> man (before a noun), the boy was <b>mischievous</b> (after a verb) )</li> <li>• Use comparative and superlative adjectives:                             <ul style="list-style-type: none"> <li>o Regular (e.g., fast, faster, fastest)</li> <li>o Irregular (e.g., good, better, best)</li> <li>o Use of more and most (e.g., expensive/ more expensive/ most expensive)</li> </ul> </li> <li>• Form adjectives from nouns or verbs (e.g., wool → woollen, help → helpful)</li> </ul>								

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<p><b>GRAMMAR AT WORD AND PHRASE LEVELS</b></p> <p>...at the word, phrase,...</p> <p>(continued)</p>	<p>LO2:</p> <p>Apply knowledge of grammatical rules at the word and phrase levels</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>Order adjectives in the following way where a number of adjectives are placed together: opinion &gt; size &gt; age &gt; temperature &gt; shape &gt; colour &gt; origin &gt; material (e.g., It was an ugly, big, blue, plastic bag.)</li> <li>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.)</li> <li>Modify adjectives using adverbs (e.g., very quick, amazingly fast)</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>Use different types of verbs                             <ul style="list-style-type: none"> <li>Main verbs                                     <ul style="list-style-type: none"> <li>'be' (e.g., She <b>is</b> clever.)</li> <li>'there' + 'be' (e.g., There <b>is</b> a tear in my shirt.)</li> <li>'have' meaning 'possess' (e.g., I <b>have</b> no money.)</li> <li>'do' (e.g., I <b>do</b> housework everyday.)</li> </ul> </li> <li>Helping verbs                                     <ul style="list-style-type: none"> <li>primary auxiliary verbs: do, have, be (e.g., <b>did</b> go, <b>has</b> gone, <b>am</b> going)</li> <li>modal auxiliary verbs (e.g., <b>will</b> go, <b>might</b> go)</li> </ul> </li> </ul> </li> <li>Use appropriate subject-verb agreement:                             <ul style="list-style-type: none"> <li>Singular/ plural (e.g., <b>The rose is</b> wilting. <b>The boys are</b> running.)</li> <li>For collective nouns (e.g. Our little group is together again./ The group <b>work</b> well together.)</li> </ul> </li> <li>Distinguish verbs according to meaning                             <ul style="list-style-type: none"> <li>Action verbs (e.g., run, jump)</li> <li>Linking verbs (e.g., be, is, appear)</li> <li>Sensing verbs (e.g., hear)</li> <li>Feeling verbs (e.g., love)</li> <li>Mental verbs (e.g., think)</li> <li>Verbs of possession (e.g., own)</li> </ul> </li> <li>Use different forms of verbs with:                             <ul style="list-style-type: none"> <li>-ing participles (e.g., write → are <b>writing</b>)<sup>®</sup></li> <li>-ed/ -en participle (e.g., cook → has <b>cooked</b>, write → has <b>written</b>)<sup>#</sup></li> </ul> </li> <li>Use different forms of verbs                             <ul style="list-style-type: none"> <li>Verbs of 'to be': be/ been/ being, am/ is/ are, was/ were</li> <li>Regular verbs (e.g., walk/ walks/ walked/ walking)</li> <li>Irregular verbs (e.g., drink/ drank)</li> <li>Infinitives                                     <ul style="list-style-type: none"> <li>'to' infinitives (e.g., Angie helped her father <b>to cook</b> a bowl of porridge.)</li> <li>bare infinitives (e.g., Angie helped her father <b>cook</b> a bowl of porridge.)</li> </ul> </li> </ul> </li> <li>Use verbs with appropriate clause and sentence structures:                             <ul style="list-style-type: none"> <li>Imperative verb form: takes the same form as the bare infinitive (e.g., <b>Stir</b> the coffee well.)</li> </ul> </li> </ul>								
										<p><sup>®</sup> See section on <b>Time/ Tense/ Aspect</b> for Present Continuous and Past Continuous.</p> <p><sup>#</sup> See section on <b>Time/ Tense/ Aspect</b> for Present Perfect and Past Perfect.</p>

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<b>GRAMMAR AT WORD AND PHRASE LEVELS</b>  ...at the word, phrase,...  (continued)	LO2:  Apply knowledge of grammatical rules at the word and phrase levels  (continued)	<ul style="list-style-type: none"> <li>◦ Transitive verbs: take an object (e.g., She <b>bought a pen.</b>)</li> <li>◦ Intransitive verbs: take no object (e.g., The dog <b>barked.</b>)</li> <li>• <b>Form phrasal verbs (e.g., carry out)</b></li> <li><b>Time/ Tense/ Aspect*</b></li> <li>• <b>Distinguish between the different forms of verbs that indicate whether an event is already past, is happening now or will happen in the future:</b> <ul style="list-style-type: none"> <li>◦ Simple present                             <ul style="list-style-type: none"> <li>- for habitual actions (e.g., I <b>visit</b> the dentist twice a year.)</li> <li>- for timeless and universal statements (e.g., The sun <b>rises</b> every morning.)</li> <li>- for current facts which may change or hold true indefinitely (e.g., Singapore <b>is</b> the world's busiest port.)</li> <li>- for the instantaneous present (e.g., I <b>write</b> my name and <b>draw</b> a margin.)</li> <li>- for scheduled future actions (e.g., The match <b>begins</b> at half past three.)</li> </ul> </li> <li>◦ Simple past                             <ul style="list-style-type: none"> <li>- for a past action/ event (e.g., I <b>ate</b> an apple this morning.)</li> <li>- for a regular action in the past (e.g., I <b>stayed</b> with my grandfather for four years.)</li> </ul> </li> <li>◦ Present continuous                             <ul style="list-style-type: none"> <li>- for an action that is happening now (e.g., Mother <b>is baking</b> a cake now.)</li> <li>- for indicating a planned future event (e.g., We <b>are going</b> to the zoo tomorrow.)</li> </ul> </li> <li>◦ Past continuous                             <ul style="list-style-type: none"> <li>- for actions that were in progress at some time in the past (e.g., Last week, we <b>were writing</b> poems under a tree.)</li> <li>- for an action that was going on when a second one took place (e.g., They <b>were sleeping</b> when the fire broke out.)</li> </ul> </li> <li>◦ Present perfect                             <ul style="list-style-type: none"> <li>- for actions in the past that still affect the present (e.g., I <b>have read</b> the book. [...so I can lend it to you.])</li> <li>- for actions begun in the past that have continued to the present and that are possibly continuing into the future (e.g., Therese <b>has lived</b> in Singapore all her life.)</li> <li>- for actions occurring at an unspecified time (e.g., The plane <b>has landed.</b>)</li> </ul> </li> <li>◦ Past perfect                             <ul style="list-style-type: none"> <li>- for reported speech (e.g., Ben said, "I have won." Ben said he <b>had won.</b>)</li> <li>- for a past action occurring before another past action (e.g., I offered to lend her the book but she <b>had</b> already <b>read</b> it.)</li> </ul> </li> <li>◦ Future                             <ul style="list-style-type: none"> <li>- use 'will'/ 'shall' + infinitive (e.g., I <b>will go</b> to the library tomorrow.)</li> <li>- use 'be going to' + infinitive (e.g., My parents <b>are going</b> to attend the concert)</li> <li>- use the simple present to express an unalterable plan (e.g., Tomorrow <b>is</b> a holiday.)</li> <li>- use the present continuous (e.g., The Minister <b>is coming</b> to our school next week.)</li> </ul> </li> <li>◦ Present conditional: to express a real possibility (if + Present... will + infinitive) (e.g., You <b>will be</b> late for school if you <b>do not hurry.</b>)</li> </ul> </li> </ul>								* The present and past are examples of tenses.  The continuous and perfect are examples of aspect.

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<p><b>GRAMMAR AT WORD AND PHRASE LEVELS</b></p> <p>...at the word, phrase,...</p> <p>(continued)</p>	<p>LO2:</p> <p>Apply knowledge of grammatical rules at the word and phrase levels</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>Hypothetical conditional: to refer to a situation that is unlikely to happen or one that is unreal (if + past... would + infinitive) (e.g., If I <b>had</b> a million dollars, I <b>would buy</b> a sports car.)</li> <li>Past Perfect Conditional: to refer to an imagined past situation which did not happen (if + past perfect... would have + past participle) (e.g., If she <b>had asked</b> me, I <b>would have helped</b> her.)</li> </ul> <p><b>Modals</b></p> <ul style="list-style-type: none"> <li><b>Use modals to express a variety of meanings:</b> <ul style="list-style-type: none"> <li>Indicate prediction (e.g., It <b>will</b> rain this afternoon.)</li> <li>Convey ability (e.g., can/ cannot. I <b>can</b> play the piano well. She <b>cannot</b> touch the ceiling.)</li> <li>Ask for permission and express prohibition (e.g., may/ may not, should/ should not. <b>May</b> I borrow your pencil please? No, you <b>may not</b>.)</li> <li>Express politeness (e.g., would, may, could. I <b>would</b> like a cup of tea, please. <b>May</b> I use your pen?)</li> <li>Convey intention (e.g., I <b>shall/ will</b> celebrate Mother's Day this Sunday.)</li> <li>Indicate possibility (e.g., You <b>may</b> have the right answer.)</li> <li>Put across insistence or determination (e.g., I <b>shall/ will</b> run after him until I catch up with him.)</li> <li>Put across obligation/ compulsion or convey necessity (e.g., must/ must not. You <b>must</b> be home by six p.m.)</li> <li>To express duty (e.g., ought, should. You <b>ought</b> to leave some cake for your brother.)</li> <li>Make offers, requests and suggestions (e.g., may, can, shall, should, could. <b>Shall</b> I open the window? <b>Could</b> you please bring me a cup of tea? )</li> <li>Signal tentativeness (e.g., She <b>should</b> be coming tonight.)</li> </ul> </li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li><b>Use different types of adverbs:</b> <ul style="list-style-type: none"> <li>Adverbs of place (e.g., there)</li> <li>Adverbs of time (e.g., soon)</li> <li>Adverbs of frequency (e.g., seldom, often)</li> <li>Adverbs of manner (e.g., carefully)</li> <li>Adverbs of duration (e.g., briefly)</li> <li>Adverbs of degree (e.g., very, quite, extremely)</li> <li>Adverbs of reason (e.g., since)</li> <li>Adverbs that connect clauses and sentences (e.g., perhaps, naturally, consequently)</li> <li>Adverbs that indicate an attitude of the speaker (e.g., <b>A:</b> Would you like to go for a jog? <b>B: Actually,</b> I would rather not.)</li> </ul> </li> <li><b>Expand adverbs into adverb phrases (e.g., slowly → fairly slowly; quickly → very quickly)</b></li> <li><b>Use comparative and superlative adverbs</b> <ul style="list-style-type: none"> <li>regular (e.g., fast, faster, fastest)</li> </ul> </li> </ul>							

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		<b>Prepositions</b>									
		<ul style="list-style-type: none"> <li>Use prepositions to convey a variety of meanings:</li> </ul>									
		<ul style="list-style-type: none"> <li>Position (e.g., sitting <b>on</b> the chair)</li> </ul>									
		<ul style="list-style-type: none"> <li>Direction (e.g., running <b>towards</b> her)</li> </ul>									
		<ul style="list-style-type: none"> <li>Time (e.g., <b>on</b> Monday)</li> </ul>									
		<ul style="list-style-type: none"> <li>Purpose and means (e.g., <b>for</b> fun, <b>with</b> a pen)</li> </ul>									
		<ul style="list-style-type: none"> <li>Accompaniment (e.g., went <b>with</b> her)</li> </ul>									
		<ul style="list-style-type: none"> <li>Comparison (e.g., taller <b>than</b> you)</li> </ul>									
		<ul style="list-style-type: none"> <li>Exception (e.g., ...everyone <b>except</b> Tom)</li> </ul>									
		<ul style="list-style-type: none"> <li>Recognise how preposition collocates with other words (e.g., in search <b>of</b> / search <b>for</b>)</li> </ul>									
		<ul style="list-style-type: none"> <li>Form prepositional phrases (e.g., run for safety)</li> </ul>									
		<b>Connectors**</b>									
		<ul style="list-style-type: none"> <li>Use a variety of connectors to express relationships between similar groups of words to show:</li> </ul>									
		<ul style="list-style-type: none"> <li>Addition (e.g., and, as well as)</li> </ul>									
<ul style="list-style-type: none"> <li>Sequence (e.g., next, then)</li> </ul>											
<ul style="list-style-type: none"> <li>Reason (e.g., because, as, since, for)</li> </ul>											
<ul style="list-style-type: none"> <li>Purpose (e.g., in order to, so that)</li> </ul>											
<ul style="list-style-type: none"> <li>Contrast (e.g., but, yet, still, however)</li> </ul>											
<ul style="list-style-type: none"> <li>Choice (e.g., or, or else, either... or..., neither... nor...)</li> </ul>											
<ul style="list-style-type: none"> <li>Condition (e.g., if, unless)</li> </ul>											
<ul style="list-style-type: none"> <li>Place (e.g., where, wherever)</li> </ul>											
<ul style="list-style-type: none"> <li>Cause-and-effect (e.g., therefore, so that, since)</li> </ul>											
<b>GRAMMAR AT SENTENCE LEVEL</b>  ...sentence...	LO3:  Apply knowledge of grammatical rules at sentence level	<b>AT SENTENCE LEVEL (PRIMARY)</b>									
		<b>Sentence Structure</b>									
		<ul style="list-style-type: none"> <li>Construct a variety of sentences<sup>@@</sup>:</li> </ul>									
		<ul style="list-style-type: none"> <li>Simple sentences:</li> </ul>									
		<ul style="list-style-type: none"> <li>- Subject + Verb (e.g., Jit sings.)</li> </ul>									
		<ul style="list-style-type: none"> <li>- Subject + Verb + Object (e.g., I dropped the coin.)</li> </ul>									
		<ul style="list-style-type: none"> <li>- Subject + Verb + Adverbial (e.g., The food is here.)</li> </ul>									
		<ul style="list-style-type: none"> <li>Simple sentences with:</li> </ul>									
		<ul style="list-style-type: none"> <li>- a direct object (e.g., Mrs Tay asked <b>him</b>.)</li> </ul>									
		<ul style="list-style-type: none"> <li>- an indirect object (e.g., Mrs Tay asked him <b>a question</b>.)</li> </ul>									
<ul style="list-style-type: none"> <li>Compound sentences:</li> </ul>											
<ul style="list-style-type: none"> <li>- use connectors 'and' and 'but' to join two simple sentences (e.g., He tried hard. He failed. → He tried hard <b>but</b> failed.)</li> </ul>											

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

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

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<p><b>GRAMMAR AT SENTENCE LEVEL</b></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"> <li>◦ Complex sentences (made up of a main clause with one or more dependent or subordinate clauses)                             <ul style="list-style-type: none"> <li>- with a comparison clause (e.g., I eat <b>more than you do</b>.)</li> <li>- with a relative clause (e.g., Sarah found a purse <b>which contained ten dollars</b>.)</li> </ul> </li> <li>◦ Different sentence types                             <ul style="list-style-type: none"> <li>- Declarative (e.g., Charles is my brother.)</li> <li>- Interrogative (e.g., Where is Elaine?)</li> <li>- Imperative (e.g., Sit down.)</li> <li>- Existential (e.g., There once lived a prince.)</li> <li>- Exclamatory (e.g., What a beautiful day it is!)</li> </ul> </li> <li>◦ Direct speech (e.g., "Wait for me.")</li> </ul>								
		<ul style="list-style-type: none"> <li>• <b>Vary the way sentences are written:</b></li> <li>◦ Parallel structures: using the same pattern of words through the use of connectors 'and' or '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 <b>to run, to walk and to hike</b>.)</li> <li>◦ Substituting connectors (e.g., Mei <b>and</b> Lina did not go for the run. → <b>Neither</b> Mei <b>nor</b> Lina went for the run.)</li> <li>◦ Using reported speech:                             <ul style="list-style-type: none"> <li>- use reporting verbs in reported speech (e.g., 'said', 'told', 'asked')</li> <li>- for statements with tense changes (e.g., He said, "There <b>are</b> some oranges in the bowl." → He said that there <b>were</b> some oranges in the bowl.)</li> <li>- for statements without tense changes (e.g., "The sun rises in the east." He said that the sun rises in the east.)</li> <li>- for statements with change in pronouns (e.g., John said, "<b>I</b> love swimming". → John said that <b>he</b> loved swimming.</li> <li>- for questions with tense changes (e.g., She asked, "<b>Are</b> there any oranges in the bowl?" → She asked whether there <b>were</b> any oranges in the bowl. )</li> <li>- for an order (e.g., 'Sit down, John,' the teacher said. → The teacher <b>ordered</b> John to sit down.)</li> </ul> </li> <li>◦ Altering the Voice:                             <ul style="list-style-type: none"> <li>- from Active to Passive (I <b>broke</b> the window. → The window <b>was broken</b> [by me].)</li> <li>- from Passive to Active (This work <b>will be completed</b> [by the team]. → The team <b>will complete</b> this work.)</li> </ul> </li> </ul>								
		<p><b>Questions and Answers</b></p> <ul style="list-style-type: none"> <li>• <b>Form questions and answers by varying the structure of sentences:</b></li> <li>◦ Types of questions:                             <ul style="list-style-type: none"> <li>- yes/ no (e.g., Can I go now?)</li> <li>- question words: who, whose, which, what, where, when, why, how, whom (e.g., <b>Who</b> is going?)</li> </ul> </li> </ul>								

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<b>GRAMMAR AT SENTENCE LEVEL</b>  ...sentence...  (continued)	LO3:  Apply knowledge of grammatical rules at sentence level  (continued)	<ul style="list-style-type: none"> <li>o Answers:</li> <li>- yes/ no + expected answers (e.g., Did he walk? <b>Yes, he did.</b>)</li> <li>- answers to questions which use question words (e.g., <b>Who</b> is going? <b>Carl is going.</b>)</li> </ul>							
		<b>Punctuation</b> <ul style="list-style-type: none"> <li>• <b>Use punctuation appropriately</b> <ul style="list-style-type: none"> <li>o Capital letter                             <ul style="list-style-type: none"> <li>- for beginning the first word of a sentence (e.g., <b>The</b> cat is running away.)</li> <li>- for the word 'I' (e.g., <b>I</b> believe I can do better than that.)</li> <li>- for proper nouns (e.g., <b>Singapore, Lydia</b>)</li> <li>- for the first word in direct speech (e.g., Miss Ho said, "<b>S</b>he has a lovely voice.")</li> <li>- for titles, nationalities, languages</li> <li>- for initials in names of people (e.g., <b>C.K.</b> Lim)</li> </ul> </li> <li>o Full-stop: at the end of a sentence (e.g., They are playing in the field.)</li> <li>o Question mark: at the end of a question (e.g., What time is it?)</li> <li>o Exclamation mark: at the end of a sentence showing strong feeling (e.g., I am so angry with you!)</li> <li>o Comma:                             <ul style="list-style-type: none"> <li>- for separating nouns (e.g., socks, shoes, slippers and sandals.)</li> <li>- in direct speech (e.g., She said, 'I am so hungry.')</li> <li>- after 'yes' and 'no' (e.g., Yes, thank you.)</li> <li>- in direct address (e.g., Mr Ang, may I be excused?)</li> <li>- in addresses (e.g., This parcel should be sent to 51, Hillview Avenue, Singapore.)</li> </ul> </li> <li>o Quotation marks:                             <ul style="list-style-type: none"> <li>- for indicating direct speech (e.g., She said, "My name is Patricia.")</li> <li>- for titles (e.g., "Treasure Island").</li> <li>- using double and single quotation marks within one sentence (e.g., She said, "I enjoyed reading 'Treasure Island'.")</li> </ul> </li> <li>o Apostrophe:                             <ul style="list-style-type: none"> <li>- to show ownership/ possession (e.g., Katie's bag, a customer's card)</li> <li>- in a contraction (e.g., I'm, don't)</li> <li>- to indicate possession without the second noun (e.g., My mother has gone to the baker's)</li> </ul> </li> <li>o Indentation:                             <ul style="list-style-type: none"> <li>- for organising a text into paragraphs</li> <li>- for organising direct speech</li> </ul> </li> <li>o Hyphen: for compound words (e.g., well-known, runner-up)</li> <li>o Colon:                             <ul style="list-style-type: none"> <li>- to indicate direct speech in a playscript (e.g., <b>May:</b> I was worried about you.)</li> <li>- for listing items which add meaning to the word before (e.g., The following pupils were absent: Leonard, Cedric and Jeffrey.)</li> </ul> </li> </ul> </li> </ul>							

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<b>GRAMMAR AT SENTENCE LEVEL</b>  ...sentence...  (continued)	LO3:  Apply knowledge of grammatical rules at sentence level  (continued)	<b>EDITING</b> Teachers can refer to the Grammar Chart for grammatical rules at the word, phrase and sentence levels which pupils have been taught from Primary 1.							** See Component, Review, Revision and Editing of Writing and Representation in Writing and Representation 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 identify errors.) In particular, the teacher will focus on the errors the pupils tend to make.												
		<ul style="list-style-type: none"> <li>Revise knowledge of grammatical rules at word, phrase and sentence levels</li> <li>Use error analysis** to:                             <ul style="list-style-type: none"> <li>identify errors**</li> <li>edit errors</li> </ul> </li> </ul> <table border="1"> <thead> <tr> <th>Identify error, e.g.,</th> <th>Edit error, e.g.,</th> <th>Explanation, e.g.,</th> </tr> </thead> <tbody> <tr> <td>We lost our <b>luggages</b>.</td> <td><b>luggages</b></td> <td>'Luggage' is an uncountable noun and does not have a plural form.</td> </tr> <tr> <td>He would <b>appreciate</b> if we could help.</td> <td>...<b>appreciate it</b></td> <td>'Appreciate' is a transitive verb and therefore requires an object.</td> </tr> <tr> <td>I don't know why <b>are we</b> taught this.</td> <td>...<b>we are</b></td> <td>In reported questions, there is no inversion of subject and verb.</td> </tr> <tr> <td><b>Although it was raining.</b> They continued playing.</td> <td><b>Although it was raining, they...</b></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.,	Edit error, e.g.,	Explanation, e.g.,	We lost our <b>luggages</b> .	<b>luggages</b>	'Luggage' is an uncountable noun and does not have a plural form.		He would <b>appreciate</b> if we could help.	... <b>appreciate it</b>	'Appreciate' is a transitive verb and therefore requires an object.	I don't know why <b>are we</b> taught this.	... <b>we are</b>	In reported questions, there is no inversion of subject and verb.	<b>Although it was raining.</b> They continued playing.	<b>Although it was raining, they...</b>	'Although it was raining' is a subordinate clause and hence cannot stand on its own.			
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<b>GRAMMAR AT TEXT LEVEL</b>  ... and text levels.	LO4:  Show understanding of how the purposeful use of language shapes meaning in texts	<b>COHESION IN TEXTS</b> Use cohesive devices to create links across different clauses, sentences and paragraphs.***							***See Component, Development and Organisation of Ideas in Writing and Representing Chart.												
		<ul style="list-style-type: none"> <li>Reference:                             <ul style="list-style-type: none"> <li>Referring back                                     <ul style="list-style-type: none"> <li>personal pronouns: to refer to someone already described (e.g., Liz was thrilled. <b>She</b> had won a prize.)</li> <li>use of quantifiers: another, both, each, every, other, either, neither (e.g., Siew Bee and Lynette walked in. <b>Both</b> were early.)</li> <li>use of demonstratives: this/ these, that/ those (e.g., Help yourself to the refreshments. <b>These</b> dishes were prepared by Shakila.)</li> </ul> </li> <li>Referring forward                                     <ul style="list-style-type: none"> <li>use of demonstratives: this/ these (e.g., You would not believe <b>this</b>, but I've never learnt to swim before.)</li> <li>certain adjectives (e.g. On the <b>next</b> street, we will find the house we are looking for.)</li> </ul> </li> </ul> </li> </ul>																			

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<b>GRAMMAR AT TEXT LEVEL</b>  ... and text levels.  (continued)	LO4:  Show understanding of how the purposeful use of language shapes meaning in texts  (continued)	<ul style="list-style-type: none"> <li>• Substitution:                             <ul style="list-style-type: none"> <li>◦ Use of so, not, one, do/ did e.g.,                                     <ul style="list-style-type: none"> <li>a) Are you going? I think <b>so</b>.</li> <li>b) It won't happen again. I hope <b>not</b>.</li> <li>c) I would like <b>one</b> (cup of coffee), please.</li> <li>d) The floor needed washing. It certainly <b>did</b>.</li> </ul> </li> <li>◦ Lexical substitution                                     <ul style="list-style-type: none"> <li>a) synonyms (e.g., I had a <b>pain</b> in my calf after being stung by a bee, so I applied cream to soothe the <b>discomfort</b>.)</li> <li>b) antonyms (e.g., The <b>expensive</b> diamond I bought turned out to be a <b>cheap</b> stone.)</li> <li>c) hyponyms (e.g., Hannah loves <b>fruit</b>, especially <b>apples</b>.)</li> </ul> </li> </ul> </li> <li>• Conjunction:                             <ul style="list-style-type: none"> <li>◦ additive: again, also, as well (e.g., I do not like soft drinks. Meena would prefer water <b>as well</b>.)</li> <li>◦ contrastive: but, however, nonetheless, nevertheless (e.g., Soft drinks taste good. <b>However</b>, water is better for you.)</li> <li>◦ time: then, previously, later (e.g., We entered the hotel we had stayed at <b>previously</b>.)</li> <li>◦ listing: first, then, next, finally (e.g., <b>First</b>, add the sugar to the butter. <b>Then</b>, break the egg.)</li> <li>◦ resultative: since, as, therefore (e.g., It began to rain. <b>As</b> it was raining, I could not go for a walk.)</li> </ul> </li> </ul>								
		<b>LANGUAGE FEATURES OF TYPES OF TEXTS</b>								
		Teachers will continue to teach the language features of the different types of texts to 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. <sup>***</sup>								
		<b>Poetry</b>								
		<ul style="list-style-type: none"> <li>◦ <i>inversions, repetitions and parallel structures for giving an effect of rhythm</i></li> <li>◦ <i>repetitions for reinforcing ideas</i></li> </ul>								
		<b>Personal Recounts</b>								
		<ul style="list-style-type: none"> <li>◦ adjectives, adjective phrases and clauses for producing vivid descriptions of participants and setting</li> <li>◦ adverbs and <i>adverbials</i> for describing how an action has been carried out</li> <li>◦ connectors for showing sequence of events</li> <li>◦ direct and indirect speech for variation and adding interest</li> <li>◦ use of the continuous to provide aspectual contrast</li> <li>◦ nouns, noun phrases and clauses (e.g., participants, objects)</li> <li>◦ prepositions and prepositional phrases</li> <li>◦ use of first-person pronouns</li> <li>◦ mental verbs for self reflection (e.g., I <b>believe</b> I was right.)</li> </ul>								

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

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

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

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<b>GRAMMAR AT TEXT LEVEL</b>  ... and text levels.  (continued)	LO4:  Show understanding of how the purposeful use of language shapes meaning in texts  (continued)	<b>Narratives</b>							See Focus Area, <b>Types of Texts in Writing and Representing Chart</b> .  *** 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.	
		<ul style="list-style-type: none"> <li>◦ adjectives, adjective phrases and clauses for vivid descriptions of participants and setting</li> <li>◦ adverbs and <i>adverbials</i>*** for describing how an action has been carried out</li> <li>◦ connectors for showing sequence of events</li> <li>◦ direct and indirect speech for variation and adding interest</li> <li>◦ use of the continuous to provide aspectual contrast</li> <li>◦ nouns, noun phrases and clauses (e.g., participants, objects)</li> <li>◦ prepositions and prepositional phrases</li> <li>◦ use of pronouns for building cohesion</li> <li>◦ action verbs and mental verbs for conveying the proceedings</li> <li>◦ existential sentences</li> </ul>								
		<b>Procedures</b>								
		<ul style="list-style-type: none"> <li>◦ adjectives, adjective phrases and clauses for describing materials and objects</li> <li>◦ connectors for showing sequence in steps</li> <li>◦ nouns, noun phrases and clauses (e.g., ingredients in recipes)</li> <li>◦ quantifiers for indicating amounts of ingredients and materials</li> <li>◦ use of the simple present for indicating timeless nature of procedures</li> <li>◦ imperatives to elicit action</li> <li>◦ verb phrases</li> </ul>								
		<b>Notes, Letters, Email and Notices</b>								
		<ul style="list-style-type: none"> <li>◦ adverbs and <i>adverbials</i>*** for providing more details</li> <li>◦ contractions of verb forms and modal auxiliaries for conveying a level of informality</li> <li>◦ modal auxiliaries for conveying a polite tone</li> <li>◦ prepositions and prepositional phrases</li> <li>◦ pronouns for specific participants</li> <li>◦ questions and answers for making requests and responses</li> <li>◦ a range of tenses</li> </ul>								
		<b>Factual Recounts</b>								
		<ul style="list-style-type: none"> <li>◦ adjectives, adjective phrases and clauses for producing vivid descriptions of participants and setting</li> <li>◦ connectors for indicating a sequence of events</li> <li>◦ nouns, noun phrases and clauses (e.g., participants, objects)</li> <li>◦ passive voice for conveying an objective tone</li> <li>◦ prepositions and prepositional phrases</li> <li>◦ third-person pronouns</li> <li>◦ quantifiers for specific details, numbers and amounts</li> <li>◦ action verbs and mental verbs for conveying a variety of meanings</li> </ul>								

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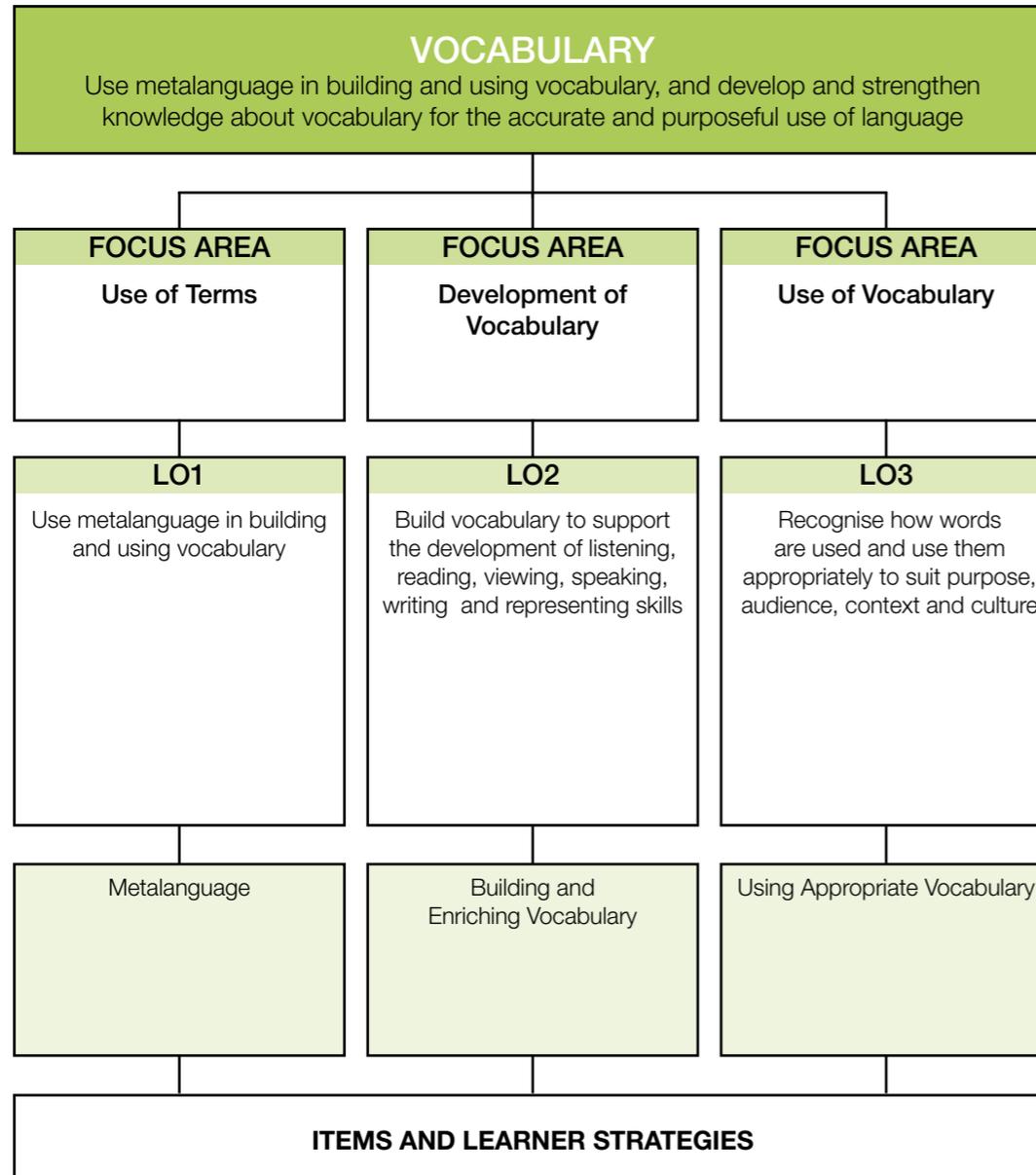
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		◦ adjectives, adjective phrases and clauses for clarity in descriptions of participants and setting								
		◦ language for comparing, contrasting, defining and classifying to indicate relationships between facts								
		◦ third-person pronouns for conveying a sense of distance and objectivity								
		◦ use the simple present for indicating the timeless nature of facts								
		◦ action verbs, mental verbs and linking verbs for communicating a variety of meanings								
		<b>Explanations</b>								
		◦ 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								
		<b>Expositions</b>								
		◦ 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										

# Vocabulary

## What to Teach, When and Why

### Overview Diagram



A wide vocabulary will give pupils access to knowledge and ideas in a wide range of texts and content areas. Direct instruction in vocabulary can help reduce the gap between good readers and poor readers. Explicit instruction can help pupils learn enough words to become better readers and thus acquire even more words. Exposure to new words and learning to recognise sight words will help pupils to read. Teachers will provide pupils with a store of lexical items and high-frequency words that will enable them to use the language to express their ideas and thoughts. These words are to be taught explicitly and repeatedly, giving pupils knowledge of the definitions and contextual meanings. For pupils, this repetition needs to be provided not only through the use of reading-age-appropriate reading materials, but also through the use of a variety of teaching strategies, stories and resources such as vocabulary charts and picture books.

In teaching 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 a word.
- provide pupils with opportunities for multiple exposure to a word in different contexts.
- help pupils build a considerable stock of sight words, such as place names, personal names and words which occur in natural conversations so that they can see the relationships and contrasts between words<sup>1</sup> in a wide range of literary and informational/ functional texts.
- teach pupils how to make the best choice of words to use accurately and appropriately for a specific purpose, audience, context and culture.
- provide opportunities for pupils to apply their knowledge about vocabulary in other areas of language learning – listening, reading, viewing, speaking, writing and representing.

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*Use metalanguage in building and using vocabulary, and develop and strengthen knowledge about vocabulary for the accurate and purposeful use of language.*

## USE OF TERMS

### Metalanguage

#### Upper Primary to Secondary

Like grammar, vocabulary has its own set of metalanguage for talking about language. By continuing to focus on the use of metalanguage in the teaching of vocabulary, teachers will enable pupils to talk about their knowledge of vocabulary more effectively. Teachers can do this by discussing how words derive their meaning from the context of use, by talking about the relationships between words (e.g. synonyms, antonyms) and fixed expressions, and by explaining how words are formed.

Teachers will introduce the metalanguage of vocabulary at appropriate levels and ensure that pupils can meaningfully apply the terms they have learned to build and consolidate their vocabulary development at every year level.

## DEVELOPMENT OF VOCABULARY

### Building and Enriching Vocabulary

#### Upper Primary

Teachers will continue to build pupils' vocabulary through direct and explicit instruction in many ways such as instruction in word meanings, discussions about words and word parts as well as by encouraging pupils to read independently and widely. Reading provides a meaningful context for how language and words are used. Teachers will give pupils many opportunities to read, view and listen to a wide variety of age- and interest-appropriate print and non-print texts so that their vocabulary will grow as they become repeatedly and increasingly familiar with the new words.

Teachers will help pupils recognise high-frequency or sight words, or words that are found in common public places. Teachers will also encourage pupils to use a variety of vocabulary references (e.g., the dictionary and online resources) to access words, independently check their meanings, and broaden their knowledge of words and their use of the words. Pupils will strengthen their recall of vocabulary through keeping a record of new words learnt and looking up the meanings of these words. Teachers will teach pupils to use these words by substituting them with words that have similar meanings in familiar texts. Pupils will also learn to deduce the meaning of words by looking at how they are used in context.

#### Secondary

At the Secondary levels, teachers will expand pupils' access to a variety of vocabulary references including the use of thesauruses, both in print and online. They will guide pupils to use these references to determine or clarify meanings of words and the word class they belong to. Teachers will continue to illustrate how context can provide clues to the meaning of a word and the word class of the word. Teachers will teach pupils to organise words into fields of meaning by categorising them according to their relationship with one another<sup>2</sup> such as synonyms and antonyms. Pupils will learn the vocabulary of commonly-used expressions and how they are used in everyday contexts. Teachers will encourage pupils to demonstrate how words are formed through compounding and affixation. They will build further on the terms that pupils have already learned from literary and informational/ functional texts/ selections as well as from their content area readings (e.g., from Science or Social Studies).

Teachers will show pupils how words are put together at the phrase, sentence and text levels, how they relate to one another and how they are formed. In order to achieve specific communicative purposes and use words to suit different purposes, audiences, contexts and cultures, teachers will teach pupils how to recognise the playful and effective use of words by writers and speakers.

## USE OF VOCABULARY

### Using Appropriate Vocabulary

#### Upper Primary

Teachers will provide pupils with opportunities to make appropriate use of the new words they have learned in speaking, writing and representing. Teachers will encourage pupils to use commonly-used expressions, and conversational and functional phrases in everyday situations. They will teach pupils how to vary their choice of words in their oral presentations, writing and/ or representation of texts. To aid pupils' comprehension of a text, teachers will pre-teach the key words found in the text.

Teachers will also help pupils become aware that they need to adjust their choice of words, including terms of address and tone, when they interact with their peers and others from different cultures and backgrounds.

#### Secondary

Teachers will continue to model to pupils how words can be chosen to suit the purpose, audience, context and culture in relation to the texts, the medium of communication to select, and the register to use to achieve their communicative purposes. Teachers will also teach pupils to become more effective language users by deliberately varying and adjusting their choice of words in their oral presentations, writing and/ or representations. This will enable pupils to have ownership of the words and to connect new meaning to their existing knowledge while using language to connect with others.

#### NOTES AND IN-TEXT REFERENCES

<sup>1</sup> Crystal, 2005, p. 199.

<sup>2</sup> Ibid, p. 200.

*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/ 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			FEL		N(T)				REMARKS
FOCUS AREAS	LEARNING OUTCOMES	ITEMS AND LEARNER STRATEGIES	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4	
<b>USE OF TERMS</b>  Use metalanguage in building and using vocabulary,...	LO1:  Use metalanguage in building and using vocabulary	<b>METALANGUAGE (PRIMARY)</b>  <b>Explicit teaching of metalanguage will continue to be emphasised as part of vocabulary development and use. Pupils will learn to use all 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.</b>  <b>The teacher can teach other terms, where appropriate, especially to the more able pupils.</b>							* See Component, <b>Pronunciation and Intonation</b> , in the <b>Speaking and Representing Chart</b> .
		<ul style="list-style-type: none"> <li>• <b>Use the following terms:</b> <ul style="list-style-type: none"> <li>◦ word, compound, idiom, synonym, antonym, type of, part of, prefix, suffix, word cline</li> </ul> </li> </ul>							
<b>DEVELOPMENT OF VOCABULARY</b>  ... and develop and strengthen knowledge about vocabulary...	LO2:  Build vocabulary to support the development of listening, reading, viewing, speaking, writing and representing skills	<b>BUILDING AND ENRICHING VOCABULARY</b>							
		<ul style="list-style-type: none"> <li>• <b>Develop vocabulary through:</b> <ul style="list-style-type: none"> <li>◦ reading a variety of rich texts appropriate to age and ability</li> <li>◦ recognising words from reading materials</li> <li>◦ using texts as a stimulus (e.g., pupils substitute selected nouns, verbs or adjectives in a book read to them)</li> <li>◦ keeping a record of words (e.g., word bank)</li> <li>◦ using a dictionary and/ or online resources to:                             <ul style="list-style-type: none"> <li>- look up/ clarify meaning of words</li> <li>- look up information about words (e.g., word class, usage, pronunciation*)</li> </ul> </li> <li>◦ using a thesaurus to look up synonyms</li> </ul> </li> <li>• <b>Deduce meaning of words from how they are used in context, e.g.,</b> <ul style="list-style-type: none"> <li>◦ use of contextual clues</li> <li>◦ word class(es) the words belong to</li> </ul> </li> <li>• <b>Deduce meaning of words from how they relate to one another:</b> <ul style="list-style-type: none"> <li>◦ words belonging to the same lexical field (e.g., 'orange' and 'pear' belong to the lexical field of 'fruit')</li> <li>◦ words which are synonyms (e.g., quick/ fast)                             <ul style="list-style-type: none"> <li>- use word clines to differentiate between near synonyms (e.g., cool – cold – freezing)</li> </ul> </li> <li>◦ words which are antonyms (e.g., far/ near)</li> <li>◦ words which are hyponyms: type of (e.g., crimson → a type of red)</li> <li>◦ words which are meronyms: part of (e.g., finger → part of a hand)</li> <li>◦ words which are homonyms: spelt and/ or pronounced alike but have different meanings (e.g., flower/ flour)</li> </ul> </li> <li>• <b>Learn the vocabulary of fixed expressions and what they mean:</b> <ul style="list-style-type: none"> <li>◦ common expressions for everyday use (e.g., "May I... please?" "Yes, thank you")</li> <li>◦ collocations (e.g., happy birthday ✓, cheerful birthday ✗)</li> <li>◦ idioms (e.g., lend a hand → help)</li> </ul> </li> </ul>							

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VOCABULARY			FEL		N(T)				REMARKS
FOCUS AREAS	LEARNING OUTCOMES	ITEMS AND LEARNER STRATEGIES	P 5	P 6	SEC 1	SEC 2	SEC 3	SEC 4	
<p><b>DEVELOPMENT OF VOCABULARY</b></p> <p>... and develop and strengthen knowledge about vocabulary...</p> <p>(continued)</p>	<p>LO2:</p> <p>Build vocabulary to support the development of listening, reading, viewing, speaking, writing and representing skills</p> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• <b>Recognise how words are formed through:</b> <ul style="list-style-type: none"> <li>◦ compounding (e.g., workbook, playground, doorway)</li> <li>◦ affixation: joining prefixes and suffixes to base words (e.g., en + large → enlarge)</li> <li>◦ acronyms (e.g., SARS – Severe Acute Respiratory Syndrome)</li> <li>◦ clipping (e.g., telephone → phone)</li> </ul> </li> <li>• <b>Recognise the playful use of words in spoken and written language:</b> <ul style="list-style-type: none"> <li>◦ jokes</li> <li>◦ riddles</li> </ul> </li> </ul>							
<p><b>USE OF VOCABULARY</b></p> <p>... for the accurate and purposeful use of language.</p>	<p>LO3:</p> <p>Recognise how words are used and use them appropriately to suit purpose, audience, context and culture</p>	<p><b>USING APPROPRIATE VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Use words appropriate to:</b> <ul style="list-style-type: none"> <li>◦ type of texts (e.g., explanations: technical language, expositions: persuasive language)</li> <li>◦ medium (spoken or written)</li> <li>◦ register (formal or informal)</li> </ul> </li> </ul>							



Chapter Three

# Role of the Language Teacher

# Teaching for Learning

## NEEDS OF THE FEL AND N(T) PUPILS

FEL and N(T) pupils have very different learning styles and needs in learning English from their peers in the Normal (Academic) and Express courses. The pupils' reading age, and hence their level of competence, is different from their chronological age and their maturity level. Based on feedback from teachers, the reading ages of FEL and N(T) pupils generally range between 7 to 12 years, while the better learners perform at their year levels. The pupils are known to have difficulty in handling symbols associated with reading and writing. They seldom speak and use English in or out of the classroom and they have noticeably poorer language abilities than pupils of comparable ages.<sup>1</sup> The pupils tend to have difficulty with abstract thinking and with grasping complex concepts. They also tend to face difficulty with generalising and transferring knowledge.

## TEACHER SUPPORT

FEL and N(T) pupils will benefit from an extended readiness programme where teachers will teach, revisit and reinforce skills taught in Lower and Middle Primary in order to help them get 'ready' for the next level of learning – to be physically, emotionally, mentally, socially, and experientially ready to learn a specific skill and learner strategy.

Teachers will manage pupils' learning by:<sup>2</sup>

- scaffolding their learning. Scaffolding involves the teacher introducing to pupils a limited number of new skills at any one time, modelling/ demonstrating to pupils the steps and processes involved in the learning and practice of the skills, and providing the necessary guidance and support. Examples of scaffolding include modifying or simplifying tasks by structuring and chunking, and increasing the predictability of tasks by providing frameworks for pupils to use.
- helping pupils achieve higher levels of skill development through planned sequential learning experiences, each requiring a slightly higher level of competence than the preceding skill.

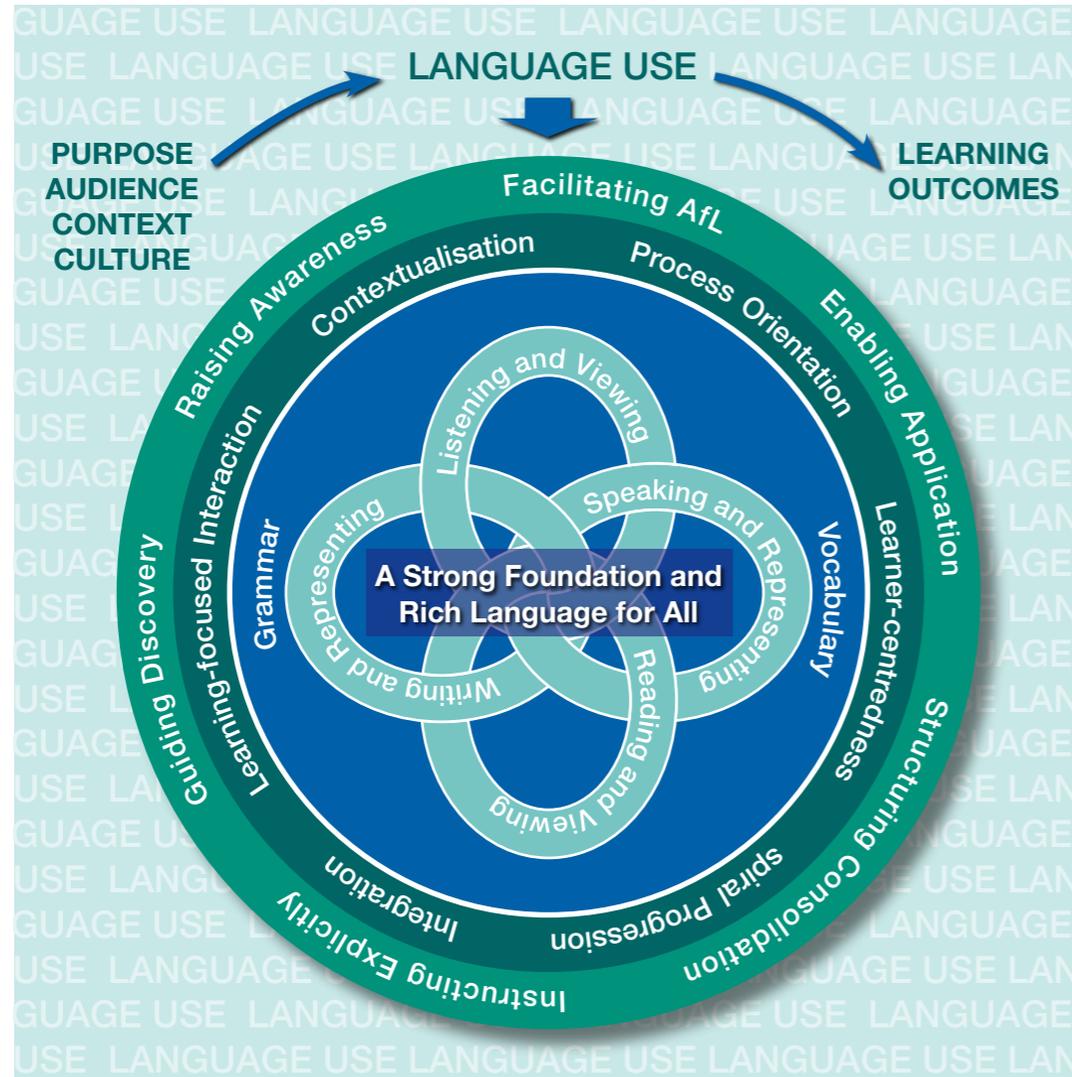
- designing and adapting learning experiences and activities that will meaningfully integrate a series of EL lessons and bring about pupil involvement in their own learning.
- aligning their teaching processes with the pupils' learning progress and responding to pupils' learning gaps and needs. Teachers will provide immediate reinforcement of learning to enable pupils to become thoroughly competent in their application of skills and concepts.
- providing concrete materials and multi-sensory reinforcement and having pupils see, say, hear and do as they learn. Pupils need connections to be made for them between what they already know and the new knowledge they are learning.
- pacing the learning for the pupils. Teachers need to give them enough time to apply the skills and concepts learned and to practise to the point of mastery and proficiency.
- establishing rapport with them and creating a conducive and non-threatening learning environment.
- motivating pupils through tasks that are within their ability, yet challenging and varied enough so that they will not feel bored.
- promoting pupils' self esteem. Teachers need to provide many opportunities for pupils to succeed as pupils demonstrate greater determination when they experience tangible successes which they can attribute to their own effort.

## CLLIPS AND ACoLADE IN THE FEL / N(T) 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).<sup>3</sup>

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**



- Aim
- Approach
- Principles
- Teaching Processes

- Areas of Language Learning
- Receptive and Productive Skills
- Knowledge about Language

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 both CLLIPS and ACoLADE thoughtfully and flexibly to guide 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.

Although the Teaching Processes for FEL and N(T) pupils remain largely similar to the Teaching Processes for pupils in the Express and Normal (Academic) courses, teachers may differentiate their teaching approach according to the needs and abilities of their pupils, as is suggested in the table on the following page.

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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.<sup>4</sup> For FEL/ N(T) pupils, who are often kinaesthetic and visual/ auditory learning learners, allow for a multimedia and multi-sensory environment for learning.
- **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.<sup>5</sup> This is especially important for low progress learners who often find difficulty making these connections on their own. Learning must be situated in contexts that are relevant and familiar to their life experiences.
- **Focusing**  
Help pupils understand the learning goals of classroom activities and tasks, and **focus attention** on attaining these goals.<sup>6</sup> Goals for low progress learners have to be set realistically so that they can experience success while being challenged at the same time.

**Enabling Application**

- **Modelling**  
**Model how to apply a skill, strategy or process** by demonstrating it and providing the language that pupils need.<sup>12</sup> In addition, select audio and visual resources, interactive CD-ROMs and/ or websites which provide appropriate models of how a skill, strategy or process can be applied, and which pupils can read, view and/ or listen to as many times as needed.
- **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. Low progress pupils benefit from a hands-on approach in small groups in a non-threatening environment.

**Structuring Consolidation**

- **Reinforcing**  
**Reinforce learning**<sup>7</sup> 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. Revisit items and skills as often as needed until pupils attain mastery.

**Guiding Discovery**<sup>13</sup>

- **Prompting**  
**Prompt pupils to use what they already know and can do**,<sup>14</sup> to learn about a skill, strategy, process, concept, rule or principle without explicit instruction. Help them by making connections to what they have already learned or have experienced.
- **Posing Questions**  
**Pose questions**, and develop pupils' ability to apply questioning strategies,<sup>15</sup> in order to generate thoughtful discussion. Do this in small peer groups so that they will not feel threatened by the rest of the class.
- **Facilitating**  
**Facilitate a supportive learning environment** by structuring and managing procedures and resources for learning. Low progress learners thrive in a well-structured environment that provides multiple opportunities to work in small groups and with a variety of print and non-print resources.

**Facilitating AfL (Assessment for Learning)**<sup>8</sup>

- **Diagnosing**  
**Diagnose pupils' needs, abilities and interests.** Identify learning gaps, and modify or adapt teaching methods to improve learning. Set the entry point for instruction at where pupils are and equip them with foundational skills so as to avoid widening learning gaps year on year.
- **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<sup>9</sup> based on the progress they have made and the successes they have achieved.
- **Feeding-Forward**<sup>10</sup>  
**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.<sup>11</sup> Timely and constructive feedback will help motivate low progress pupils towards further learning.

**Instructing Explicitly**<sup>16</sup>

- **Explaining**  
**Explain directly and systematically** a skill, learner strategy, process or topic by defining, describing and giving reasons for learning it.<sup>17</sup> Teach and explain new skills only when pupils have been given enough time and opportunity to master the previous ones.
- **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 FEL/ N(T) EL CURRICULUM FROM UPPER PRIMARY TO SECONDARY LEVELS

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

### Upper Primary

At the Upper Primary levels, pupils will:

- review and revise language skills learned previously, with special attention paid to decoding, penmanship, spelling, grammar at word, phrase and sentence levels, and word study to build up their vocabulary.
- develop listening comprehension and viewing skills by being exposed to a variety of visual as well as spoken texts with a suitable pace and tone.
- observe verbal/ non-verbal cues in accordance with social conventions and etiquette.
- develop and strengthen their foundation in reading for future learning.
- focus on their general comprehension skills and apply these in the reading of short selections of literary and informational/ functional texts and read independently simple, reading-age appropriate materials and readers.
- speak for various personal, creative and functional purposes while exposing them to a variety of appropriate spoken texts with a suitable level, pace and tone.
- apply the rules of grammar and vocabulary to write and/ or represent ideas, first at paragraph level and then at whole text level.
- plan, draft and edit in order to write using the features of written texts.

### Lower Secondary

At the Lower Secondary levels, pupils will revisit, apply and learn listening, reading, viewing, speaking, writing and representing skills through:

- developing constructive attitudes and skills for active and critical listening to and/ or viewing of a variety of multimodal texts.
- applying close and critical reading and/ or viewing skills to comprehend and respond.
- reading and/ or viewing widely at all times to build up their vocabulary and learning in the content areas.
- understanding the features of spoken and written language and strengthening their ability to speak, interact, discuss and present accurately and appropriately for personal, creative, academic and functional purposes, right from Secondary 1.
- spelling accurately, writing independently and creating longer, cohesive texts with greater control in their use of language.
- reviewing and editing their own work for accuracy, appropriacy and clarity.
- using a variety of sentences and sentence structures, and their knowledge of new words when listening, reading, viewing, speaking, writing and representing to achieve specific communicative purposes.

### Upper Secondary

By the Upper Secondary levels, pupils will:

- apply their skills accurately and critically in listening, reading and/ or viewing, and in responding to print and non-print materials, using information from various sources with understanding.
- consolidate information from various sources for planning, speaking, writing, and/ or representing ideas and thoughts coherently for creative, personal, academic and functional purposes.
- use language conventions accurately and effectively at all times.

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.<sup>18</sup>

## 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, 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

FEL and N(T) EL teachers will practise AfL to:

- promote and improve pupils' learning.<sup>19</sup>
- 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 and understanding 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.

## 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 do,<sup>20</sup> 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.

## 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"> <li>• Listening, Reading and Viewing (Receptive Skills)</li> <li>• Speaking, Writing and Representing (Productive Skills)</li> <li>• Grammar and Vocabulary (Knowledge about Language)</li> </ul>	<p>Ensure that assessment tasks and resources:</p> <ul style="list-style-type: none"> <li>• reflect the areas of language learning</li> <li>• incorporate a range of types of texts (literary, informational/ functional)</li> <li>• involve the use of a range of print and non-print materials</li> </ul> <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/ or 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 through observations and running records. 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.<sup>21</sup> 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

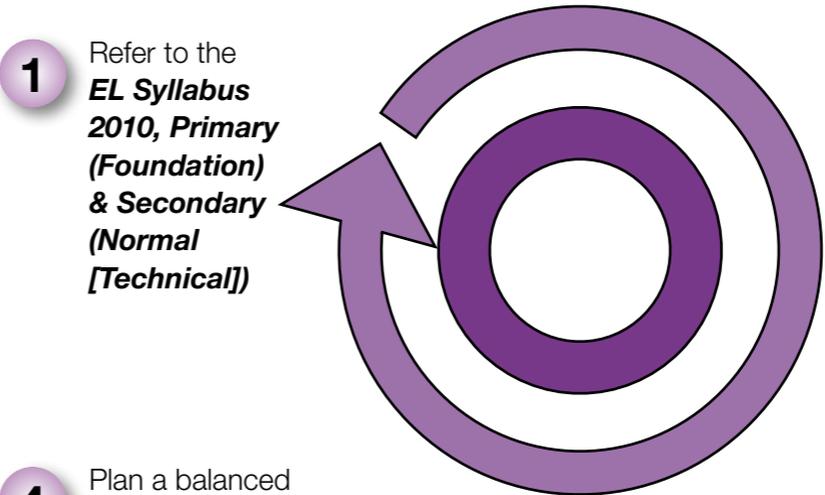
Teachers will assess pupils both formally and informally at a frequency decided by the school using different modes of assessment so that a wide range of skills, learner strategies, attitudes and behaviour can be developed, and items and structures can be learned. The assessment tasks need to take into 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 or 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 at school, teachers will implement a balanced system of learning and assessment by aligning assessment with the requirements of this syllabus. Teachers will use the following as a guide:

- 
- 1 Refer to the **EL Syllabus 2010, Primary (Foundation) & Secondary (Normal [Technical])**
  - 2 Decide on the **Learning Outcomes** to be attained for each year level and in the following areas of language learning, i.e., Listening and Viewing, Reading and Viewing, Speaking and Representing, Writing and Representing, and Grammar and Vocabulary.
  - 3 Ensure that the **Instructional Programme** helps pupils attain the Learning Outcomes by identifying the:
    - skills, learner strategies, attitudes and behaviour (SSAB), and items and structures to be taught and assessed
    - teaching strategies to teach the SSAB, items and structures
    - resources that will enhance teaching and learning
  - 4 Plan a balanced **Assessment Framework** that assesses the pupils' Listening, Reading, Viewing, Speaking, Writing, and Representing skills, and Grammar and Vocabulary in a valid, reliable and holistic manner. Consider:
    - pupils' needs, abilities and interests
    - a wide range of assessment modes and tasks that will appropriately meet the needs, abilities and interests of pupils
    - the length of time needed for pupils to acquire and practise the skills and learner strategies before being assessed
    - the purpose of the assessment

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**NOTES AND IN-TEXT REFERENCES**

- <sup>1</sup> Quah, 1983, pp. 11 – 13, Boswell, 1983, p. 8 and Kirk & Gallagher, 1979, as cited in Quah, 1979, pp. 89 - 103 found that generally, low progress pupils have difficulties keeping up with their classmates and coping with school work considered normal for their age group. There is also an observable gap “between their educational achievement and their ability” (Gulliford, 1971 as cited in Quah, 1983, p. 10). Another observable characteristic, outlined by the researchers, is their immaturity in the use of oral language and their psychomotor skills. This can be seen, for example, in their “reversal tendencies in writing” and when copying work from the board.
- <sup>2</sup> Adapted from Quah, 1983, pp. 30 – 32. The principles of language teaching and learning (CLLIPS) reiterate the importance of engagement and support in the teaching and learning of FEL and N(T) EL pupils. See Chapter 1 for details.
- <sup>3</sup> Both CLLIPS and ACoLADE have been explained briefly in Chapter 1.
- <sup>4</sup> Driscoll, 2000, pp. 364-365.
- <sup>5</sup> Lightbown & Spada, 1999.
- <sup>6</sup> Ministry of Education, 2003a, p. 77.
- <sup>7</sup> Ministry of Education, 2003a, p. 77.
- <sup>8</sup> Earl, 2003.
- <sup>9</sup> Marzano, et al., 1988.
- <sup>10</sup> Carless, Joughin, & Mok, 2006, p. 396.
- <sup>11</sup> Ministry of Education, 2003a, pp. 83-85.
- <sup>12</sup> McNaughton, 2002.
- <sup>13</sup> Collins & Stevens, 1983.
- <sup>14</sup> Ministry of Education, 2003a, p. 81.
- <sup>15</sup> Ministry of Education, 2003a, p. 82.
- <sup>16</sup> Harley, B., 1993, and Goh C., & Silver, R.E., 2006.
- <sup>17</sup> Kerry, 2002.
- <sup>18</sup> Curriculum Planning Division, 1991, Chapter 6.
- <sup>19</sup> Black, Harrison, Lee, Marshall & William, 2003, pp. 2 – 3.
- <sup>20</sup> Assessment Reform Group, 1999, p. 7.
- <sup>21</sup> 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).

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# Glossary of Terms

## For Whom

The key terms in this syllabus are listed here in alphabetical order. Though by no means exhaustive, they are listed as a source of quick reference for the EL teacher.

## Basis of Selection

These terms are taken from:

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## TERMS IN ALPHABETICAL ORDER

<b>Affix</b>	A letter or syllable that is added to the beginning or end of a word to make a different word, tense, etc.
<b>Assessment for Learning</b>	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.
<b>Assessment Task</b>	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.
<b>Authentic Materials</b>	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.

<b>Automaticity</b>	The ability to carry out an activity or to process information without conscious attention.	<b>Cyberwellness</b>	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).
<b>Blending</b>	Forming a new word by joining parts of two words.	<b>Digraph</b>	Two or more successive letters that make a single sound. For example, <i>ship</i> starts with the <sh> consonant digraph, and road contains the <oa> vowel digraph.
<b>Blog</b>	An online diary; a personal chronological log of thoughts published on a web page.	<b>Diphthong</b>	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> .
<b>Brainstorming</b>	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.	<b>Discourse Marker</b>	A word, phrase or clause that signals links or boundaries between parts of a text, beyond the level of a sentence, e.g., A: <b>But then</b> he would be late. B: <b>Well</b> , what if he is? A: <b>To be frank</b> , I don't care.
<b>Clipping</b>	Shortening a word by omitting syllables, e.g., telephone → phone.	<b>Editing</b>	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.
<b>Cognitive Process</b>	Any mental process which pupils make use of in language learning, such as making inferences, generalising, learning deductively, monitoring and memorising.	<b>Fluency</b>	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.
<b>Coherence</b>	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).	<b>Formal Assessment</b>	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.
<b>Compounding</b>	Joining two or more root words without using affixes, e.g., <i>blackbird</i> , <i>bookstore</i> .		
<b>Connotation</b>	Overtone 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.		
<b>Contraction</b>	The reduction of a linguistic form and, often, its combination with another form (e.g., <i>I will</i> → <i>I'll</i> ; <i>they are</i> → <i>they're</i> ; <i>did not</i> → <i>didn't</i> ).		

<b>Formative Feedback</b>	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.	<b>Homonym</b>	A word that is identical in form with another word, either in sound (as a <i>homophone</i> ) or in spelling (as a <i>homograph</i> ), or in both, but differs from it in meaning: <i>days/ daze</i> , or <i>lead (guide)/ lead (metal)</i> , or <i>pitch (throw)/ pitch (tar)</i> . Identity of form between two or more words is known as <i>homonymy</i> .
<b>Form-Function Relation</b>	The relationship between the physical characteristics of a thing (i.e., its form) and its role or function. This distinction is often referred to in studying language use, because a linguistic form (e.g., the imperative) can perform a variety of different functions (e.g., the imperative form can serve as an invitation, warning, direction or request).	<b>Hyponym</b>	A word whose meaning is a specific instance of a more general word (e.g., <i>red, white, blue</i> , etc., are hyponyms of <i>colour</i> ).
<b>Freewriting</b>	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.	<b>Imagery</b>	The use of words and phrases to create a picture or an idea of something.
<b>Functional Reading</b>	A level of literacy necessary for understanding information and learning to read beyond the level of basic words to address what the world of work would require of individuals.	<b>Informal Assessment</b>	Evaluation of pupils' learning and/ or performance that does not contribute to the award of marks and grades but serves assessment <i>for</i> 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.
<b>Functions of Language</b>	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).	<b>Information and Communication Technology (ICT)</b>	A range of technologies for gathering, storing, retrieving, processing, analysing, and transmitting information. Examples of such technologies are computers, handheld devices, and the Internet.
<b>Genres</b>	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, poetry</i> and <i>drama</i> .	<b>Information Literacy</b>	The ability to access and evaluate information from different sources, and use it meaningfully and effectively.

<b>Informational/ Functional Texts</b>	<p>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.</p> <p>Reports, biographies and news articles are examples of informational/ functional texts.</p>	<b>Multimedia</b>	Use of text, audio, graphics, animation and/ or video to represent information and ideas in more than one form.
<b>Learning Outcome</b>	<p>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?</p> <p>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.</p>	<b>Multimodal</b>	Use of more than one mode of communication – spoken, written, visual, gestural, spatial – in a single text to convey meaning.
<b>Literary Techniques</b>	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).	<b>Onset</b>	The part of the syllable that precedes the vowel. For example, the letter <h> is an onset in <i>hop</i> , and the letters <sc> is an onset in <i>scotch</i> . Some syllables have no onset, as in <i>at</i> or <i>on</i> .
<b>Literary Texts</b>	Texts that relate an event, a series of events or a story. A literary text can be imaginary, as in a short story.	<b>Peer Editing</b>	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.
<b>Low Progress Learners</b>	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.	<b>Performance Assessment</b>	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.
<b>Media Literacy</b>	The ability to access, analyse, evaluate and create information in a variety of forms and media.	<b>Phonemes</b>	The smallest units of speech sound that make a difference in communication. For example, <i>fly</i> consists of three phonemes: /f/-/l/-/aɪ/.
<b>Meronym</b>	A word that names a part of a larger whole (e.g., 'steering wheel' is part of a 'car').	<b>Phonemic Awareness</b>	Ability to focus on, discriminate and manipulate the sequence of phonemes in spoken words.
		<b>Phonics</b>	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).
		<b>Phonogram</b>	A phonogram is a word part which consists of a series of letters that are often found together, such as <-all>, <-ell>, <-ime>. These word parts always begin with a vowel and are collectively referred to as 'word families'. In recent years, the word 'rime' has been used as a synonym for phonogram.

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<b>Podcast</b>	A collection of digital media files which is distributed over the Internet.	<b>Rime</b>	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.
<b>Portfolio</b>	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.	<b>Root</b>	What remains of a word when all the affixes have been removed from it (e.g., 'respect' is the root of 'disrespectful').
<b>Pun</b>	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> ).	<b>Scaffolding</b>	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.
<b>Reading Readiness</b>	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.	<b>Scheme of Work</b>	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.
<b>Register</b>	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 and informality of the context.	<b>Self-evaluation</b>	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.
<b>Representing</b>	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.	<b>Sentence Stress</b>	Emphasis placed on a word in a sentence so that it is heard more prominently than the rest of the words.
<b>Revising/ Revision</b>	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.	<b>Sight Vocabulary</b>	Words that can be identified immediately without being decoded.
<b>Rhyme</b>	If two words or lines of poetry rhyme, they end with a similar sound, e.g., <i>take</i> and <i>cake</i> .	<b>Sight Word</b>	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, head, what, could, eye</i> and <i>tongue</i> all have unexpected pronunciation so they are taught as sight words.
<b>Rich Texts</b>	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.	<b>Stanza</b>	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.

<b>Stress</b>	See <b>Sentence Stress</b> and <b>Word Stress</b> .	<b>Text Form</b>	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.
<b>Syllable</b>	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.		
<b>Syllabication</b>	The process of breaking a word into syllables, or the forming of syllables.		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.
<b>Systematic Instruction</b>	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.	<b>Text Type</b>	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.
<b>Task</b>	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.	<b>Text/ Paragraph Structure</b>	The organisational pattern of ideas and information that is required for coherence in a text/ paragraph.
<b>Test</b>	A task or situation planned specifically for the assessment of pupils' achievement.  Tests can include: <ul style="list-style-type: none"> <li>• Standardised test items prepared by professional test developers</li> <li>• National public examinations</li> <li>• Short test items devised by teachers for classroom use</li> </ul>	<b>Theme</b>	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.
<b>Text</b>	Refers broadly to both print and non-print material which can be spoken, audio and/ or visual.	<b>Tone</b>	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).
		<b>Topic</b>	What a text is about, i.e., its subject.

<b>Topic Sentence</b>	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.	<b>Vlog</b>	An online diary that has mainly video content.
<b>Typographical and Visual Features</b>	<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>	<b>Vodcast</b>	Online delivery of video on demand or video clip content.
<b>Unit Plan</b>	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.	<b>Voice</b>	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.
<b>Utterance</b>	Minimally, a spoken word, phrase or sentence. It may also consist of more than one sentence.	<b>Vowel</b>	<p>(1) A “vowel letter” is one of &lt;a&gt;, &lt;e&gt;, &lt;i&gt;, &lt;o&gt; or &lt;u&gt;.</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>
<b>Viewing</b>	The active process of applying skills and learner strategies to interpret and understand a variety of visual texts.	<b>Writing Conference</b>	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.
<b>Visual Literacy</b>	The ability to construct meaning from symbols and images, and to communicate through visual means.	<b>Writing Processes</b>	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.
<b>Visual Resources</b>	Still and moving images and other features such as transitions, colours, shape and shading.	<b>Word Family</b>	Words that share rime in patterns of onset-rime, such as <c-at>, <h-at>, <b-at>.
<b>Visual Texts</b>	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.	<b>Word Stress</b>	Emphasis placed on a syllable in a word so that it is heard more prominently than the other syllable/s.
		<b>Year Levels</b>	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
		<b>Year Plan</b>	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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- English Language and Literature Academic Group, National Institute of Education, Singapore
- Singapore Examinations and Assessment Board

### SCHOOLS VISITED AND CONSULTED (2005)

#### Primary Schools

Bedok Green Primary  
Cedar Primary  
Clementi Primary  
Coral Primary  
Edgefield Primary  
Eunos Primary  
Hong Wen School  
Hougang Primary  
Jurong West Primary  
Kheng Cheng School  
Lakeside Primary  
Lianhua Primary  
Loyang Primary  
MacPherson Primary  
Mayflower Primary  
Princess Elizabeth Primary  
Rivervale Primary

#### Secondary Schools

Bartley Secondary  
Bishan Park Secondary  
Broadrick Secondary  
Bukit Batok Secondary  
Guangyang Secondary  
Mayflower Secondary  
Orchid Park Secondary  
Paya Lebar Methodist Girls' (Secondary)  
Ping Yi Secondary  
Si Ling Secondary  
Woodgrove Secondary  
Woodlands Secondary  
Zhenghua Secondary

## PARTICIPATING SCHOOLS AT THE FEL / N(T) EL SYLLABUS 2010 CRITIQUE SESSIONS (AUGUST 2006 – FEBRUARY 2008)

#### Primary Schools

East Spring Primary  
East View Primary  
Edgefield Primary  
Elias Park Primary  
Geylang Methodist Primary  
Holy Innocents' Primary  
Hong Wen Primary  
Kheng Cheng Primary  
Lianhua Primary  
Marsiling Primary  
Paya Lebar Methodist Girls' Primary  
Rosyth School  
Woodgrove Primary  
Woodlands Primary  
Xinghua Primary  
Yew Tee Primary  
Zhonghua Primary

#### Secondary Schools

Admiralty Secondary  
Bartley Secondary  
Bedok South Secondary  
Bishan Park Secondary  
Bowen Secondary  
Broadrick Secondary  
CHIJ St Joseph's Convent  
Gan Eng Seng School  
Guangyang Secondary  
Henderson Secondary  
Hougang Secondary  
Montfort Secondary  
MacPherson Secondary  
Punggol Secondary  
Shuqun Secondary  
Siglap Secondary  
Si Ling Secondary  
Zhenghua Secondary

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

\Assumption English School  
Bedok South Secondary  
Bukit Batok Secondary  
Canberra Secondary  
CHIJ, Secondary (Toa Payoh)  
CHIJ St Nicholas Girls' (Secondary)  
Chong Boon Secondary  
Damai Secondary  
Gan Eng Seng School  
Hougang Secondary  
Nan Hua High School

Ngee Ann Secondary  
Paya Lebar Methodist Girls' (Secondary)  
Ping Yi Secondary  
Queenstown Secondary  
St Andrew's Secondary  
Swiss Cottage Secondary  
Tanglin Secondary  
Tanjong Katong Secondary  
Telok Kurau Secondary  
Xinmin Secondary  
Yuan Ching Secondary

We would also like to thank all who have helped in one way or another in the development of the *English Language Syllabus 2010 Primary (Foundation) & Secondary (Normal [Technical])*.

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