Annual EL HOD e-Meeting (Primary): Focusing on Transitions

2 November 2022

English Language and Literature Branch, CPDD2
MINISTRY OF EDUCATION, SINGAPORE

Handout



https://go.gov.sg/elhodhandout2022

Please access today's handout
by scanning the QR code

Part 1

Opening Address
by Ms Patricia Chan, DELL

P4 STELLAR 2.0
by Ms Annabelle Tay, Assistant Director

P4 RRP 2.0
by Mdm Florence Yap, Assistant Director/
Lead Specialist

Assessment
by Mr Nelson Ong, Curriculum Planning Officer

Panel Discussion

Part 2

Cluster Breakout Sessions
by Curriculum Partners



Opening Address

Ms. Patricia Chan

Director,
English Language & Literature Branch



P4 STELLAR 2.0

Ms. Annabelle Tay

Assistant Director,
English Language & Literature Branch



Implementation Timeline



- **P1** STELLAR 2.0
- **P1** LSP 2.0
- **P4** Guidelines for Setting Basic Items

- **P2** STELLAR 2.0
- **P2** LSP 2.0
- **P1 & P2** AGIs

- **P3** STELLAR 2.0
- **P3** RRP 2.0
- **P3** AGIs

- **P4** STELLAR 2.0
- **P4** RRP 2.0
- **P4** AGIs

- **P5** STELLAR 2.0 (SEL, FEL)
- **P5** Literacy Support
- **P5** AGIs

- **P6** STELLAR 2.0 (SEL, FEL)
- **P6** Literacy Support
- First year of **PSLE** for ELS 2020
- **P6** AGIs

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Reference taken from the
Lower Primary KP-TL Workshop

P1 Entry Level Indicators (EL)



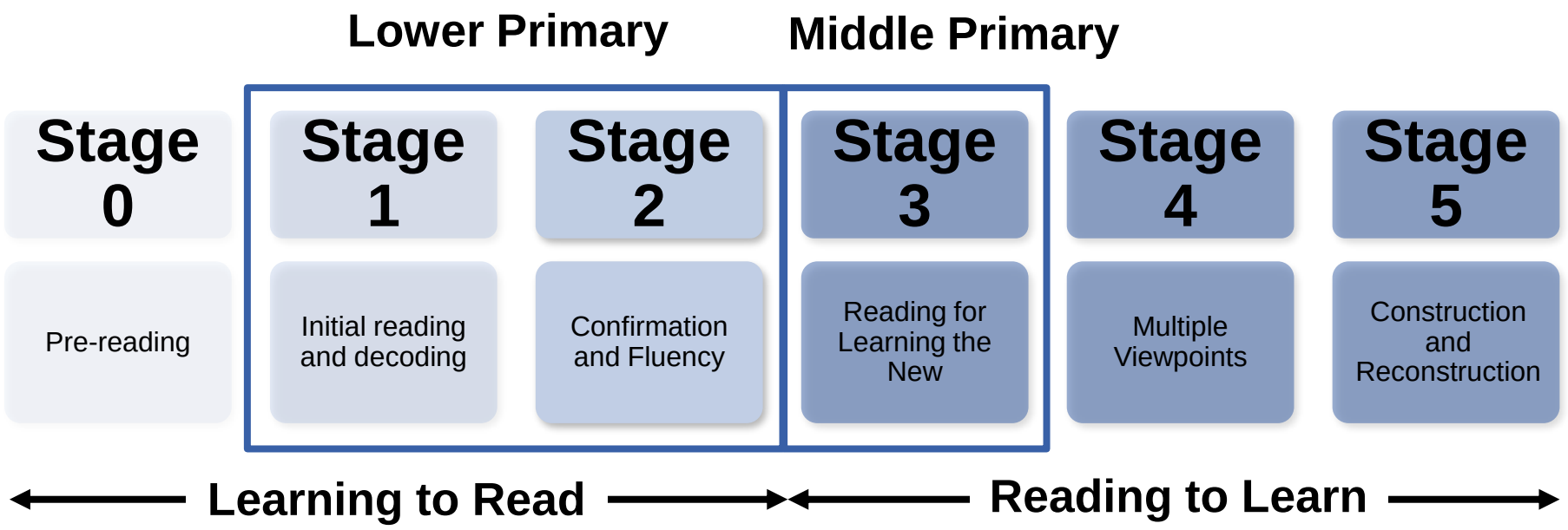
https://go.gov.sg/lpkptl

These are the knowledge, skills and dispositions at the start of P1:

1. Enjoy listening to rhymes and stories
2. Understand and follow one- to two-step verbal instructions
3. Ask and respond to simple questions (e.g. May I go to the toilet?)
4. Demonstrate reading readiness:
    a) Hold a book upright
    b) Know where to begin reading on the page (of a book) and which direction to go
    c) Know some letters of the alphabet and their corresponding sounds
5. Recognise and write his/her own name
6. Copy short phrases

Transiting from Lower Primary to Middle Primary in the STELLAR 2.0 Programme

Stages of Reading Development



Chall, J. S. (1983). Stages of reading development

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P4 STELLAR 2.0 Titles

Reference taken from the Annual EL HOD e-Meeting Infographic (11 Oct)

Term	Titles	Text Purpose
1	Making Ice Cream	Texts that recount
	Life of a Vet+	
	*A Nasty Accident (Supplementary)**	
	The Paralympic Games+	Texts that describe and inform
2	The World Beyond Us+	
	Ruby's Sunflower	Texts that entertain
3	Dinosaurs Exist!	
	Heartbeats in the Dark	
4	All the Buzz About Honey	Texts that explain
	What Happens When You Laugh	
	*Rats' Nests (Supplementary)***	Text that entertains

+These titles are available in both print and digital formats to guide students in exploring how features of the different modes facilitate the way we read.

**This title supports Unit 1.*

***This title is used to review the features of texts that entertain at Term 4.*

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Strengthening Students' Competencies in Multiliteracies, Metacognition and Inquiry through Dialogue



Multiliteracies

Teachers draw attention to:

- *the changing nature of texts,*
- *how different semiotic modes (i.e., linguistic, visual, gestural, audio & spatial) work together*
- *diverse text purposes*



Metacognition

Teachers:

- *model what good readers do when reading independently*
- *teach monitoring and self-regulation skills*
- *encourage self-reflection*



Inquiry through Dialogue

Teachers provide opportunities for

- *exploratory talk*
- *co-construction of knowledge*
- *students to ask questions*

Enact MMI by leveraging face-to-face and online platforms.

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Professional Learning for EL Key Personnel, Teacher Leaders & Teachers

Reference taken from the Annual EL HOD e-Meeting Infographic (25 Oct)

STELLAR 2.0 UPPER PRIMARY WORKSHOPS 2023

Clusters	UPW1 ELS2020 Introduction	UPW2 Teaching Oracy	UPW3 Teaching Reading	UPW4 Teaching Grammar	UPW5 Teaching Writing
S1, S2, S3, S4 FEL (South)	*Asynchronous only*	21 Feb (Tue)	21 Mar (Tue)	18 Apr (Tue)	18 Jul (Tue)
E2, E3, E4, E5 W6, W7 FEL (North)		22 Feb (Wed)	22 Mar (Wed)	19 Apr (Wed)	19 Jul (Wed)
W2, W3, W4, W5 FEL (West, SPED)		23 Feb (Thu)	23 Mar (Thu)	20 Apr (Thu)	20 Jul (Thu)
N1, N2, N3, N4 S5, S6		28 Feb (Tue)	28 Mar (Tue)	25 Apr (Tue)	25 Jul (Tue)
N7, E1, S7, W1 FEL (East)		1 Mar (Wed)	29 Mar (Wed)	26 Apr (Wed)	26 Jul (Wed)
E6, E7, N5, N6 SPED, APS, NLS		2 Mar (Thu)	30 Mar (Thu)	27 Apr (Thu)	27 Jul (Thu)

** Correct as of 2 November 2022*

- For teachers who will teach P5 and P6 SEL/FEL students in 2023 and 2024
- Maximum of 5 places for each school (4 places for SEL and 1 for FEL with 1 for a KP/TL)
- Cluster-based workshops facilitated by ELLB officers and ELIS MTTs

STELLAR 2.0 TEACHER MENTOR (UPPER PRIMARY)

For 2.0 STMs (Role-Specific Proficiency)

STMs support teachers and build a learning community

- Progression: STELLAR 1.0 & STELLAR 2.0
- Promote and sustain pedagogies and instructional practices
- Specialised Support: Customised Workshops and Online Resources (OPAL Community Page)

STELLAR 2.0 TEACHER MENTOR WORKSHOP

22 August 2023

- All STMs (Upper Primary) should attend the session.
- STMs (Lower Primary) are welcome to attend the session as well.

PROFESSIONAL LEARNING FOR EL KEY PERSONNEL & TEACHER LEADERS

LAMP+ Workshop
(Full Day)
3 and 4 April

LAMP+ Clinic
27 February PM

KP-TL Workshop
10 July PM (North)
11 July PM (South)
12 July PM (East)
13 July PM
(West & SPED schools)

Understanding Assessment Workshop for EL KP
25 May PM

Annual EL HOD Meeting
1 November 2023

Professional Learning for newly appointed LSCs and RRP teachers

Reference taken from the Annual EL HOD e-Meeting Infographic (25 Oct)

For Newly Appointed LSCs

PHASE 32 INITIAL TRAINING

CONTENT	DATES	MODE
*Foundational Knowledge Training	• 1 Nov 2022 to 6 Jan 2023	• Asynchronous Learning (via OPAL 2.0)
Overview of LSP 2.0, ELI & SWRT-2 administration	• 5 Jan 2023 (Full Day)	• Face-to-face
ELI Administration	• 9 to 10 Jan 2023 (LSCs to conduct ELI in schools) • 11 Jan 2023 (PM)	• Hands-on (in school) • Online synchronous
P1 Transitional Block	• 3 to 17 Jan 2023 • 18 Jan 2023 (PM)	• Asynchronous learning (8h) • Face-to-face
P1 and P2 Book-based Block training + Extensive Reading	• 3 to 25 Jan 2023 • 26 Jan 2023 (PM)	• Asynchronous learning (13h) • Online synchronous
Follow-up training on IEP & GEP	• 28 Mar 2023 (PM)	• Face-to-face
On-the-job Coaching and Mentoring		

For Newly-Appointed RRP Teachers

CENTRALISED RRP 2.0 TRAINING

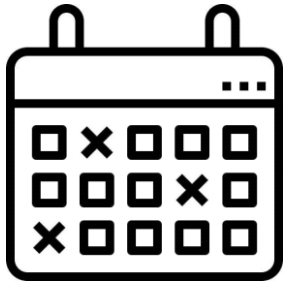
CONTENT	DATES	MODE
*Foundational Knowledge Training	• 1 Nov 2022 to 6 Jan 2023	• Asynchronous Learning (via OPAL 2.0)
P3 & P4 RRP 2.0	• 3 Jan 2023 to 6 Feb 2023 • 7 Feb 2023 (PM)	• Asynchronous learning (~6h) • Face-to-face learning
On-the-job Coaching		

***FOUNDATIONAL KNOWLEDGE TRAINING**

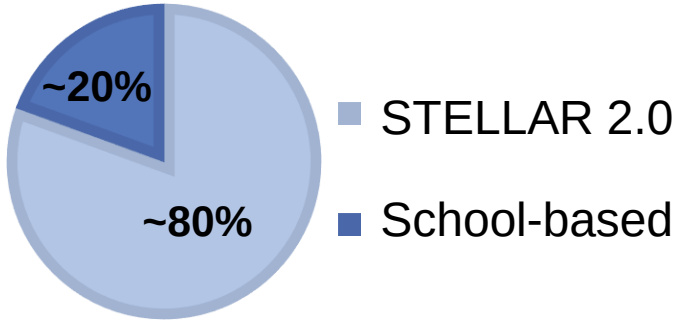
Course Objective:
To equip participants with foundational knowledge needed to be effective literacy teachers

Course Content:
- Overview of literacy support
- Theory of reading development
- Oracy
- Phonological awareness
- Alphabetic principle
- Fluency
- Vocabulary
- Reading comprehension
- Monitoring and evaluation

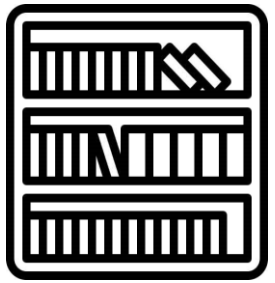
P4 STELLAR 2.0 Planned Curriculum



9 units, **27** weeks



Approx. 29 periods/unit



1 ER lesson/wk



Instructional Materials



Anchor Charts

Distributed in 2022

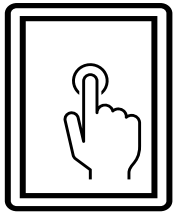


ER Starter Kit

Distributed in 2022



P4 STELLAR Readers



P4 Digital Texts

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P4 STELLAR 2.0 Instructional Materials

Refinements made:

1. Reduced the use of metalanguage in the teaching of grammar
2. Unpacked metalanguage that are more complex with explanations that are more accessible to our P4 students
3. Built in more layers of scaffolding in the lessons so that students can better grasp the concepts and skills
4. Leveraged technology to promote self-directed learning and collaboration

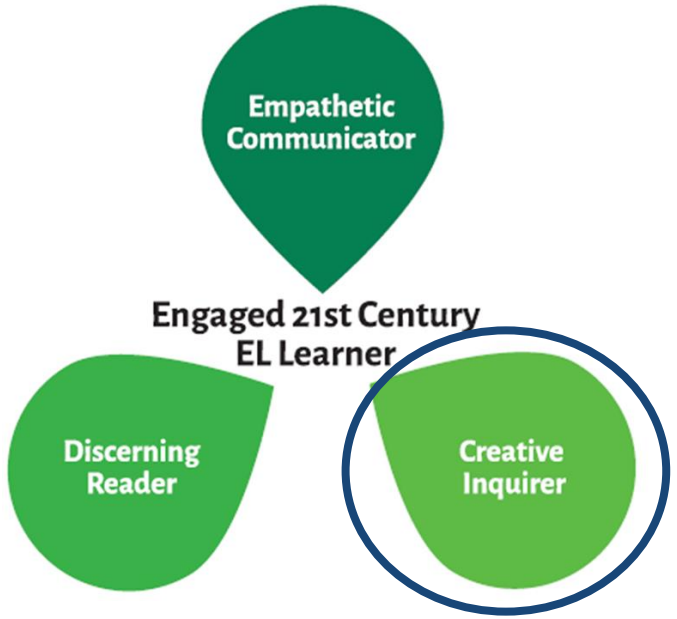
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Reference taken from the
Annual EL HOD e-Meeting Infographic
(25 Oct)

P4 STELLAR 2.0 Digital Texts

Why do we teach students to read and view digital texts?

To develop creative inquirers who explore and evaluate real-world issues and multiple perspectives as well as gather and synthesise information from diverse print, nonprint and digital networked sources, so as to co-create knowledge and solutions in familiar or new contexts.



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Reference taken from the
Annual EL HOD e-Meeting Infographic
(25 Oct)

P4 STELLAR 2.0 Digital Texts



Series of photographs



Video



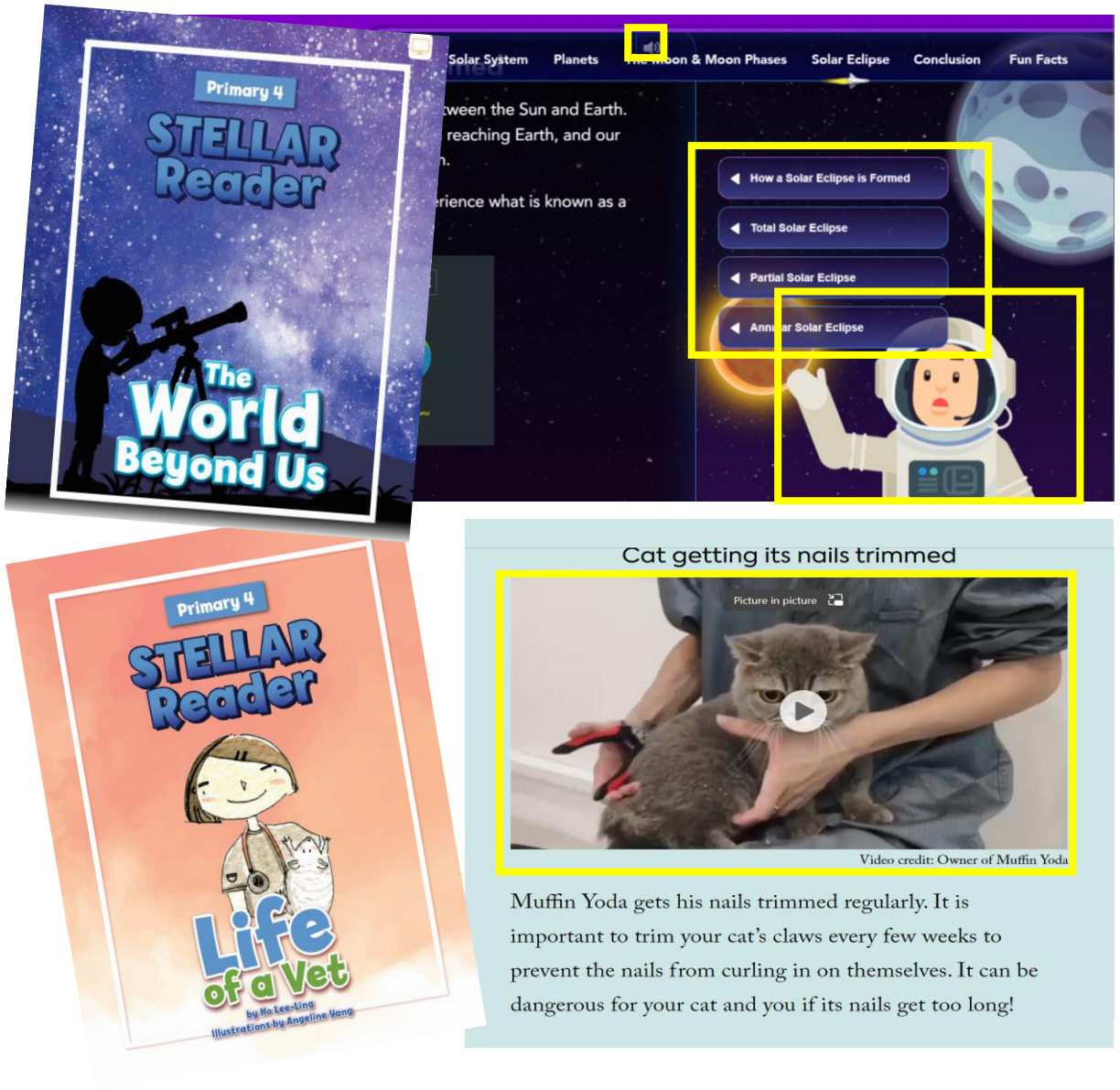
Tabs for different sections

Menu and Home buttons

P4 STELLAR 2.0 Digital Texts

Affordance of Digital Texts:

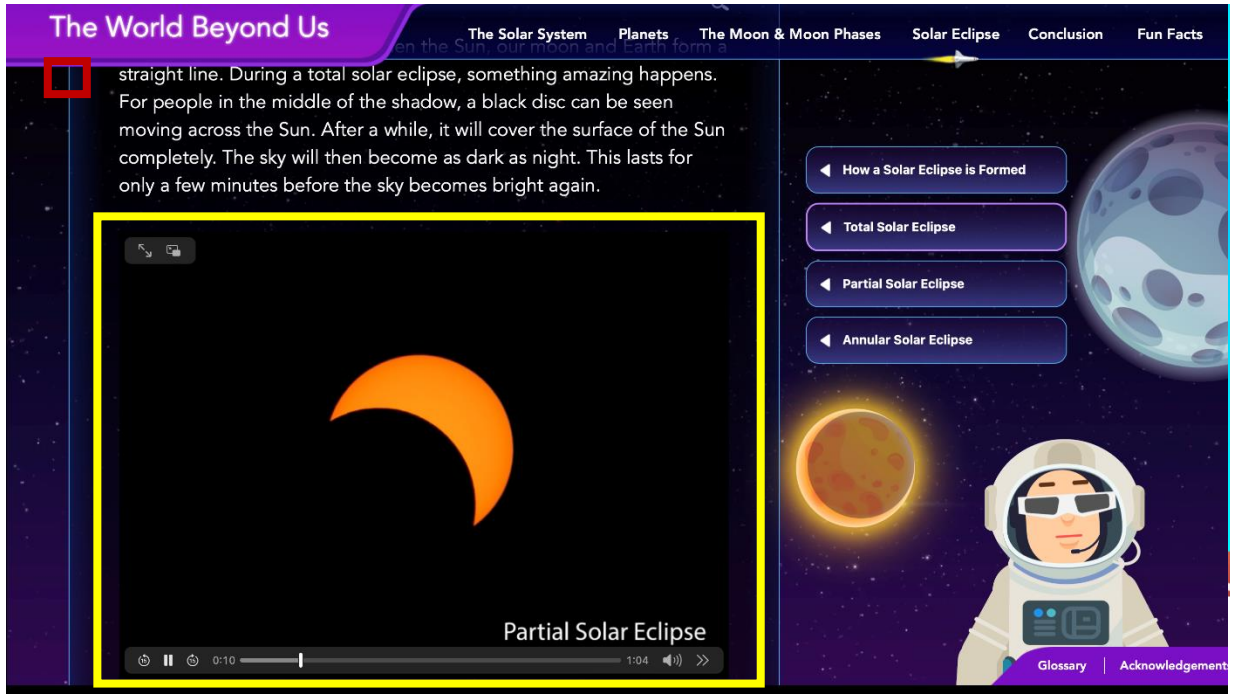
- Multisensory reading and viewing experience
- Multi-modal interactive features that increase student engagement



P4 STELLAR 2.0 Digital Texts

Affordance of Digital Texts:

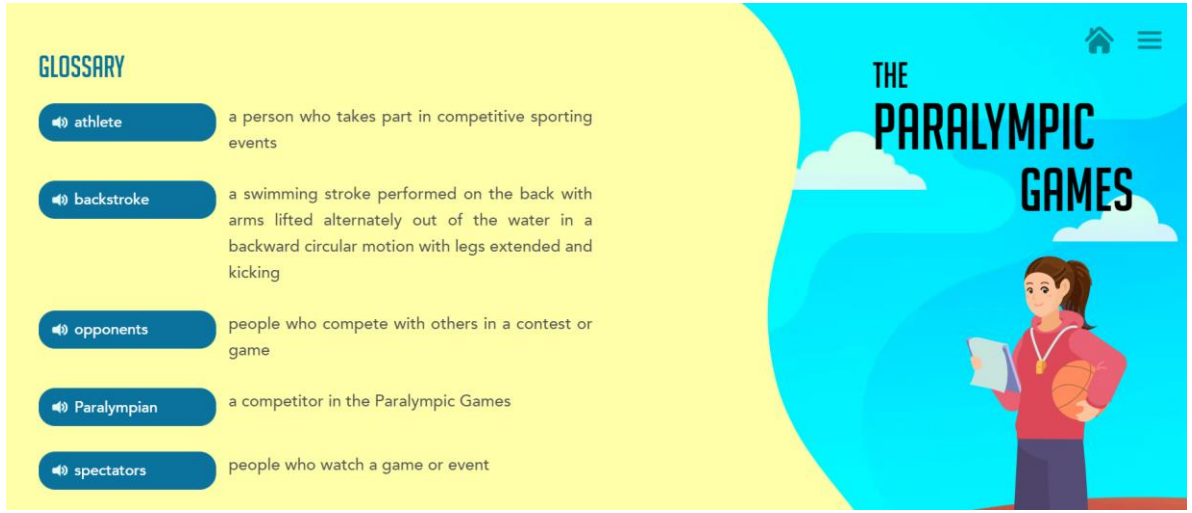
- Multisensory reading and viewing experience
- Multi-modal interactive features that increase student engagement
- Provide layers of scaffolding to help students understand the text

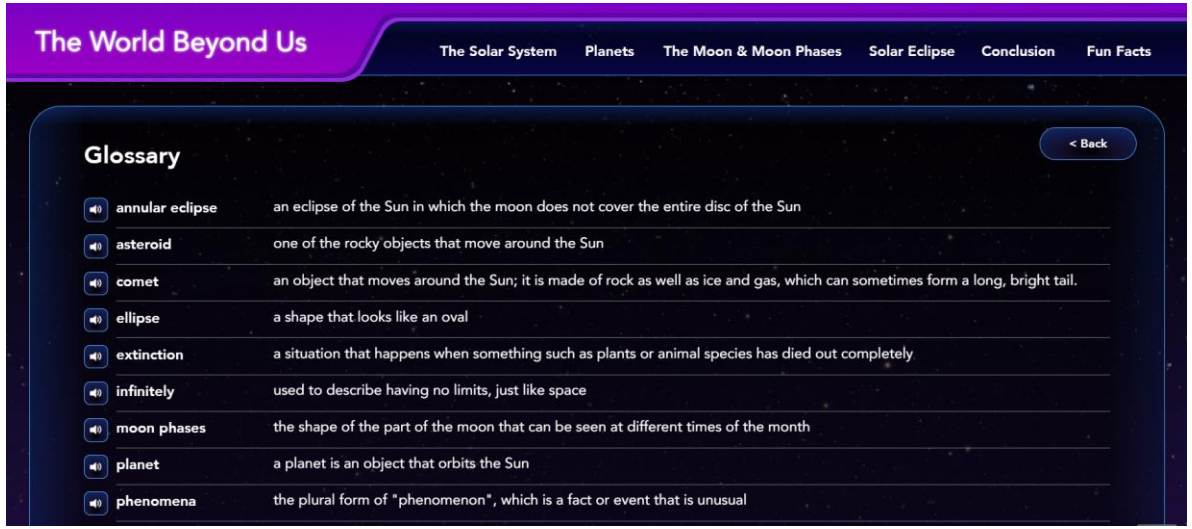


P4 STELLAR 2.0 Digital Texts

Affordance of Digital Texts:

- Multisensory reading and viewing experience
- Multi-modal interactive features that increase student engagement
- Provide layers of scaffolding to help students understand the text





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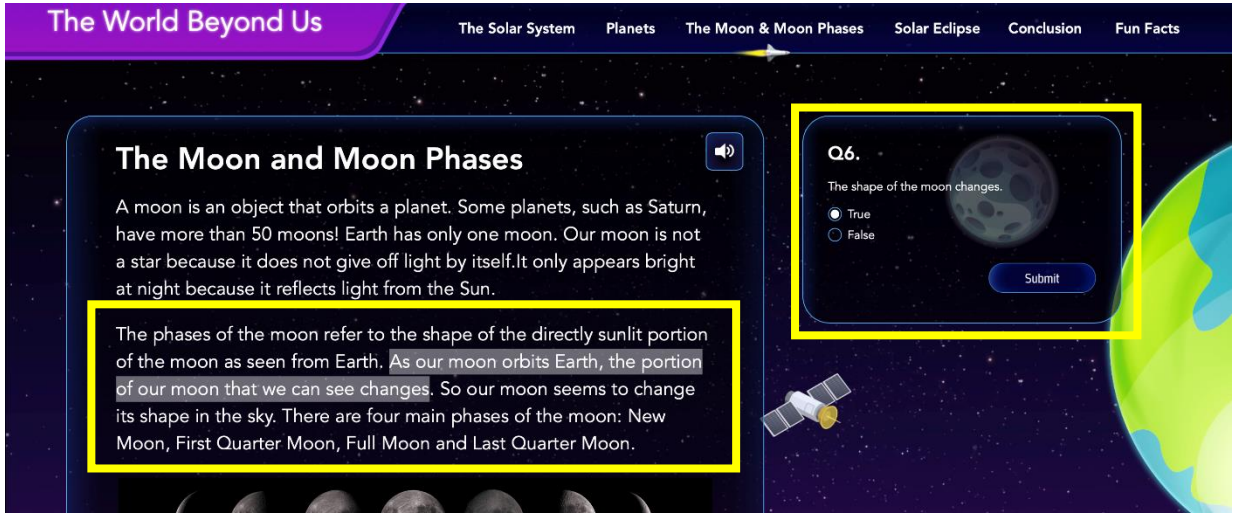
P4 STELLAR 2.0 Digital Texts

Affordance of Digital Texts:

- Multisensory reading and viewing experience
- Multi-modal interactive features that increase student engagement
- Provide layers of scaffolding to help students understand the text
- Facilitate Assessment for Learning



Good try!
Here is the answer.

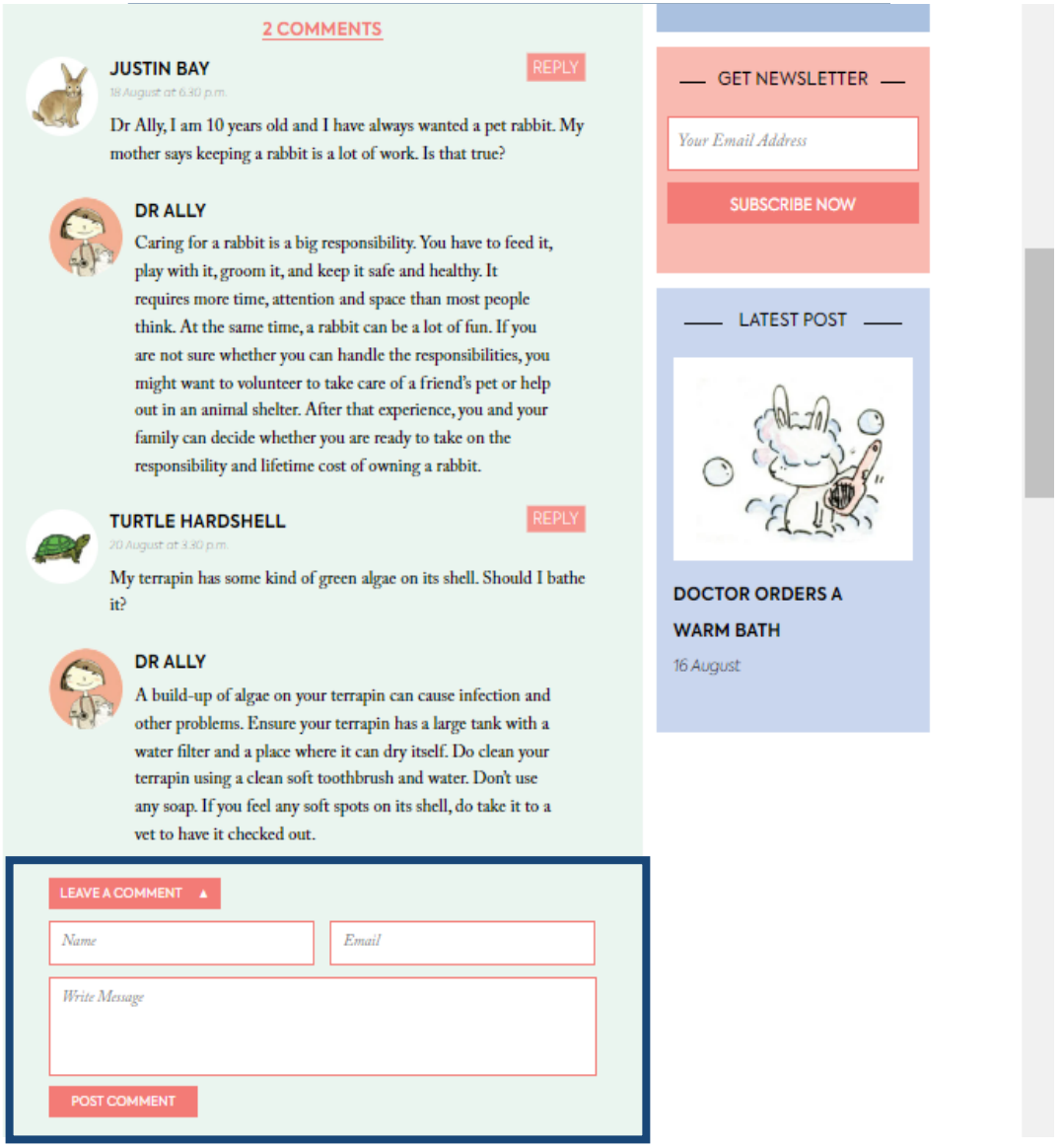


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P4 STELLAR 2.0 Digital Texts

Affordance of Digital Texts:

- Multisensory reading and viewing experience
- Multi-modal interactive features that increase student engagement
- Provide layers of scaffolding to help students understand the text
- Facilitate Assessment for Learning
- Provide authentic learning experience



P4 STELLAR 2.0 Digital Texts

Reference taken from the Annual EL HOD e-Meeting Infographic (25 Oct)



https://go.gov.sg/elpslst40007



https://go.gov.sg/elpslst40008



https://go.gov.sg/elpslst40011

P4 RRP 2.0 and P5 Literacy Support

Mdm Florence Yap

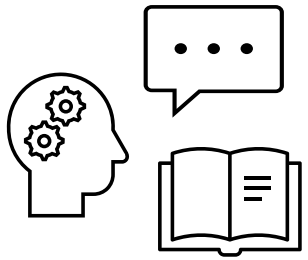
Assistant Director/ Lead Specialist,
English Language & Literature Branch

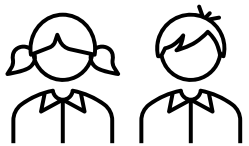


Reference taken from the
Annual EL HOD e-Meeting Infographic
(11 Oct)

Key Refinements in RRP 2.0 Reading Remediation Programme

2 Curricular Refinements

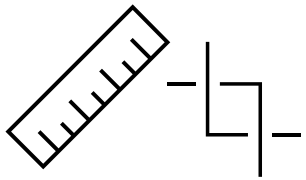




Continued focus on strengthening **oral reading fluency**, alongside **key comprehension skills**

Dedicated time for **differentiated instruction**

1 Structural Refinements

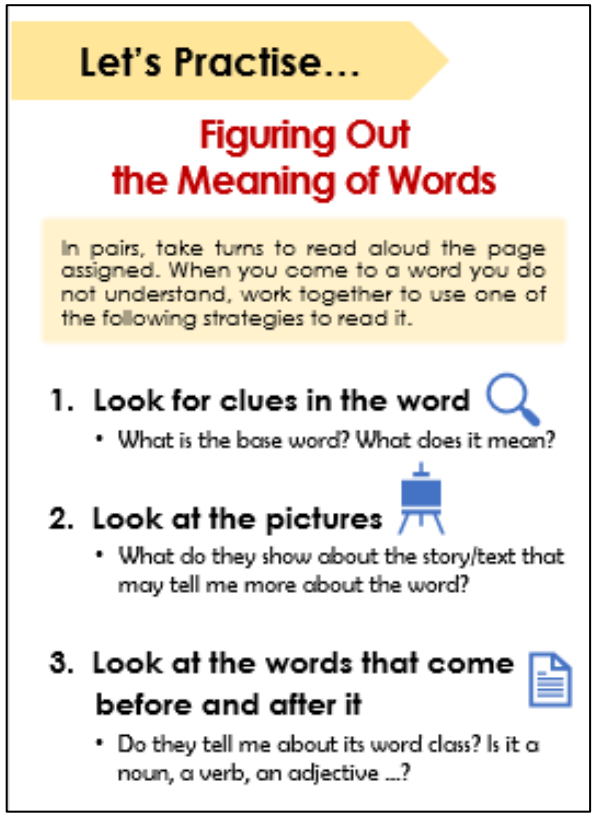


Right-sizing of remediation curriculum

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Building Self-regulation & Metacognition in RRP 2.0 Reading Remediation Programme

We will provide student cue cards and other student resources, such as posters and self-assessment checklists, to remind students of how they can apply the strategies taught during independent practice.

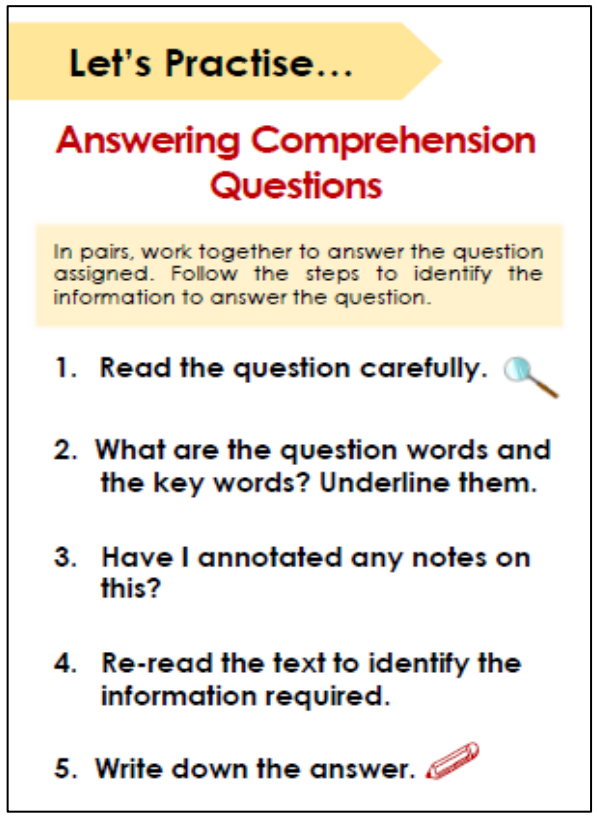


Let's Practise...

Figuring Out the Meaning of Words

In pairs, take turns to read aloud the page assigned. When you come to a word you do not understand, work together to use one of the following strategies to read it.

1. **Look for clues in the word**
   - What is the base word? What does it mean?
2. **Look at the pictures**
   - What do they show about the story/text that may tell me more about the word?
3. **Look at the words that come before and after it**
   - Do they tell me about its word class? Is it a noun, a verb, an adjective ...?

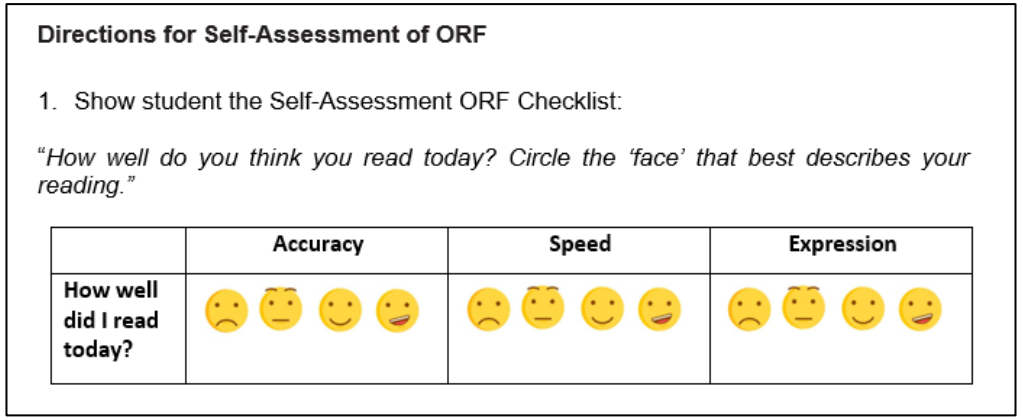


Let's Practise...

Answering Comprehension Questions

In pairs, work together to answer the question assigned. Follow the steps to identify the information to answer the question.

1. **Read the question carefully.**
2. **What are the question words and the key words? Underline them.**
3. **Have I annotated any notes on this?**
4. **Re-read the text to identify the information required.**
5. **Write down the answer.**



Directions for Self-Assessment of ORF

1. Show student the Self-Assessment ORF Checklist:

"How well do you think you read today? Circle the 'face' that best describes your reading."

	Accuracy	Speed	Expression
How well did I read today?			

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Reference taken from the
Annual EL HOD e-Meeting Infographic
(11 Oct)

Implementation Model for RRP 2.0 Reading Remediation Programme

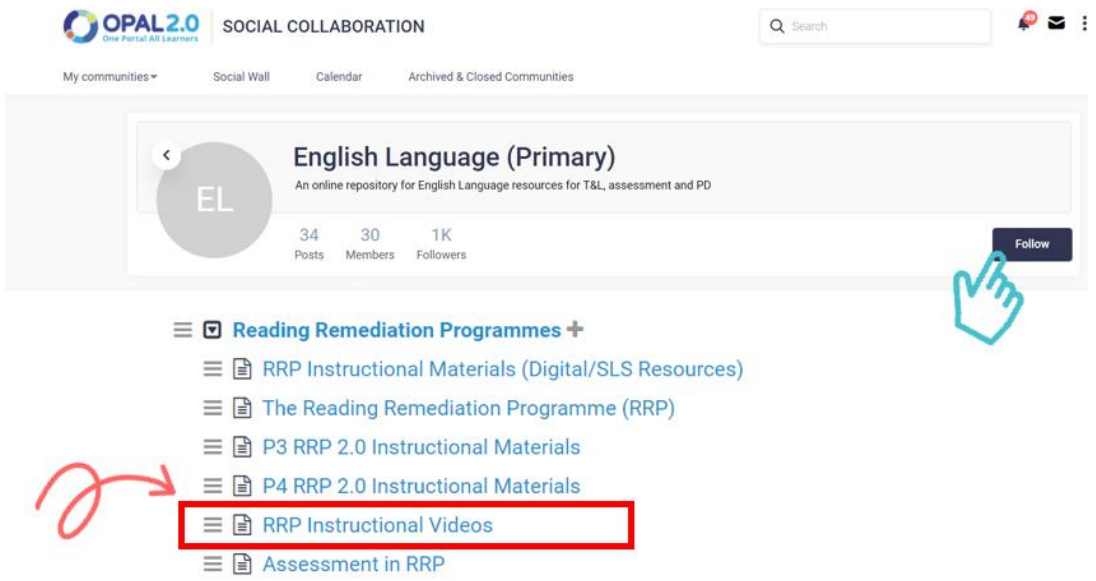
	Current P4 RRP	P4 RRP 2.0
Recommended no. of Sessions	48	38
Length of Sessions	45 min	60 min
No. of Lessons per Unit	6	2 – 5
Progress Monitoring	At the end of each unit	Once a term, comprising use of Acadience ORF & a comprehension check

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Supporting Teachers in Implementing RRP 2.0 Reading Remediation Programme

Professional Learning Support

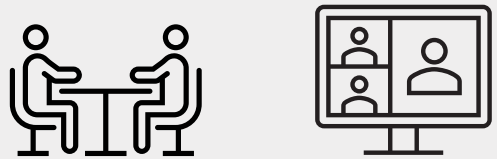
- Lesson conversations facilitating self-assessment and reflective practice
- Cluster-based professional learning sessions
- Instructional videos on OPAL 2.0 RRP wiki



P4 RRP 2.0
Unit 2 *Life of a Vet* Lesson 1 Oral reading fluency & Reading Comprehension
Unit 2 *Life of a Vet* Lesson 4 Reading Comprehension (Make inferences to draw conclusions)
Unit 2 *Life of a Vet* Lesson 4 Differentiated Instruction

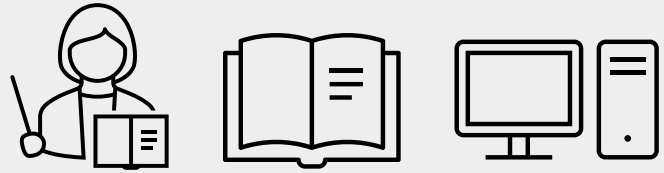
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Supporting Teachers in Implementing RRP 2.0 Reading Remediation Programme



Professional Learning Support

- Lesson conversations facilitating self-assessment and reflective practice
- Cluster-based professional learning sessions
- Instructional videos on OPAL 2.0 RRP wiki



Teaching and Learning Resources

- Lesson plans, student booklet, student cue cards, word cards, posters, etc.
- E-resources on SLS

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Supporting Teachers in Implementing RRP 2.0 Reading Remediation Programme

ELLB

Provision of quality **instructional resources** & quality **professional learning support** by ELLB to build the knowledge and skills of RRP teachers.

school

Balancing overall workload of RRP teachers when planning their teaching load, so that they have the time and space to grow in their expertise and effectiveness over time.



Well-trained & well-supported RRP teachers

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Providing Literacy Support to Students at Primary 5 in Standard EL

Phased Roll-Out of P5 Literacy Support (2024 – 2027)



Why Support Students at Upper Primary?

- Singapore's P4 students attained one of the highest average scores for reading, alongside Russia, in the 2016 Progress in International Reading Literacy Study (PIRLS).
- However, 11% of our P4 students were ***reading at or below*** the **Low International Benchmark** (PIRLS 2016).
- We should strive to reduce this number as reading at the Low International Benchmark will not prepare students well for the literacy demands at the P5, P6 and secondary level.



Source: IEA TIMSS & PIRLS International Study Center, Lynch School of Education, BOSTON COLLEGE

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Why Support Students at Upper Primary?

- Provision of literacy support at the upper primary level will **augment** the current system of literacy support available from Primary 1 to Primary 4.

<table>
<tr><td>Tier 3 Literacy support
for students with more significant needs</td><td colspan="2">-</td><td colspan="2">SDR</td><td colspan="2">-</td></tr>
<tr><td>Tier 2 Literacy support
for students with additional needs</td><td colspan="2">LSP 2.0 Learning Support Programme</td><td colspan="2">RRP 2.0 Reading Remediation Programme</td><td colspan="2">P5 literacy support packages for Standard EL</td></tr>
<tr><td rowspan="2">Tier 1 Core instructional programme
for all students</td><td colspan="4" rowspan="2">STELLAR® 2.0</td><td colspan="2"></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td></td><td>P1</td><td>P2</td><td>P3</td><td>P4</td><td>P5</td><td>P6</td></tr>
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Who Needs Literacy Support at Upper Primary?



Std EL students who had coped quite well in lower primary, but whose difficulties emerge later in P3, P4, P5.

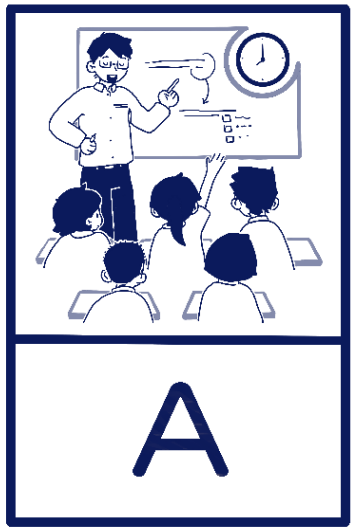
Std EL students supported earlier in LSP, some of whom may still face difficulties in basic skills.

Students in Foundation EL (FEL)

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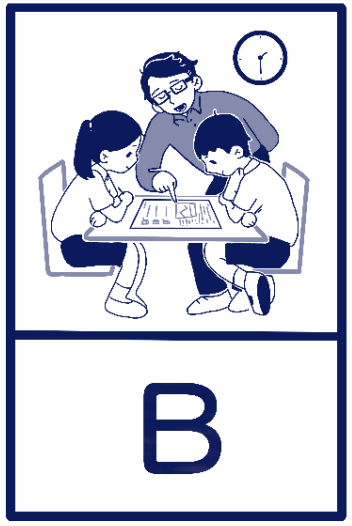
What is P5 Literacy Support (P5 LS) about?

A **structured approach** of providing **remediation** to P5 low progress learners taking Standard EL, to enable them to read **with fluency** and **understanding**. The P5 LS approach has 3 key features:



Strategy instruction *in-class/ after-school

+



Guided & independent practice *after-school

+



Tech-enabled self-directed extended practice and progress monitoring

What will Teachers Get in the P5 LS Packages?

For every STELLAR unit:

- ☑ Pre-assessment checklists
- ☑ Lesson suggestions and posters for strategy instruction on:
  - ☑ word recognition
  - ☑ oral reading fluency and
  - ☑ reading comprehension
- ☑ Lesson guidelines for guided & independent practice after school
- ☑ Student cue cards for each reading strategy
- ☑ SLS assignments for students' extended self-directed practice and progress monitoring

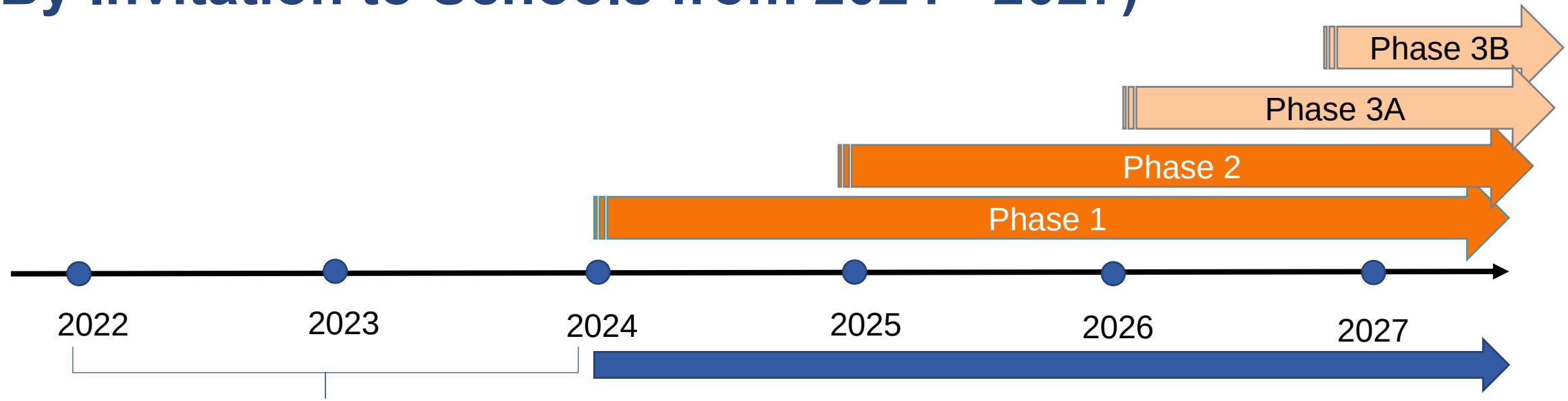




+ Professional development for all P5 LS teachers



Phased Roll-Out of P5 LS
(By Invitation to Schools from 2024 - 2027)



P5 LS Pilot with 14 schools

Phased roll-out of P5 LS with STELLAR 2.0, **starting in 2024 with Phase 1 schools selected on a needs basis***

**inclusive of 14 pilot schools (in 3rd year of P5 LS implementation)*

Next Steps

- **Phase 1 schools will receive invitations in March 2023**
  - More details will be shared at the KP/TL meetings **in July 2023**
  - Schools not identified for Phase 1 can indicate interest to join the Phase 1 schools. You will be waitlisted and added to Phase 1 upon non opt-in of selected schools

https://go.gov.sg/p5ls2024interest

Keen to join the Phase 1 schools? Indicate your interest via this QR code by 31 Jan 2023

Summary of P5 LS

1) P5 LS provides schools with **a structured approach** to **provide remediation** to P5 low progress learners taking Standard EL, to read with fluency and understanding.
2) **Lesson packages** accompanying each STELLAR unit come with ready resources, for use both **during EL lessons and after-school remediation**.
3) Selection of Phase 1 schools to implement P5 LS in 2024 will be based on needs.
4) Professional development and consultations will be provided for Phase 1 teachers by ELLB team.

Heartfelt Appreciation to Our Prototype and Pilot Schools

Prototype Schools (2021)

- Blangah Rise Primary School
- Huamin Primary School
- Jiemin Primary School
- Lakeside Primary School
- Riverside Primary School



Pilot Schools (2022 – 2023)

- Admiralty Primary School
- Fuhua Primary School
- Geylang Methodist Primary School
- Greenwood Primary School
- Hougang Primary School
- Mee Toh School
- Pei Tong Primary School
- Qihua Primary School
- Rulang Primary School
- Si Ling Primary School
- Shuqun Primary School
- Teck Whye Primary School
- Unity Primary School
- Xishan Primary School

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Assessment

Mr Nelson Ong

Curriculum Planning Officer,
English Language & Literature Branch



Transiting to P4

- At P3, the focus is on mastering and building on the basic skills from the lower primary while ensuring the joy of learning.

- As students progress from P3 to P4, they should continue to build on their skills.

P3
Formative Assessment
Weighted Assessment
End-Year Examination



P4
Formative Assessment
Weighted Assessment
End-Year Examination

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Reference taken from the
Middle Primary KP-TL Workshop

School-based assessments from 2023

- Removal of Mid-Year Examination.
- Total weighting for all WA should not exceed **50%**.
- Weighting for End-of-Year Examination (EYE) should not exceed **70%**.
- Weighting for each Weighted Assessment (WA) should not exceed **15%***.

*Weighted Assessment (WA) refers to assessments where the scores form part of the computation of a student's overall results in a subject for the year.

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Reference taken from the
Middle Primary KP-TL Workshop

Example of an Assessment Plan (P4 – *for illustration only)*

T1	T2	T3	T4
Weighted Assessment	**Weighted Assessment**	**Weighted Assessment**	**Summative Assessment**
Wk 5 – Listening Task (10%)	**Wk 9 – Language Use (15%)**	Wk 9 – Oracy Task (15%)	Wk 7 – End-of-Year Examination (60%)
Non-weighted Assessments			

- Daily observations of students' performance/work
- Feedback given to students for writing tasks
- Questioning
- STELLAR Learning Sheets
- Performance tasks, e.g., Show-and-Tell, Readers' Theatre, etc.

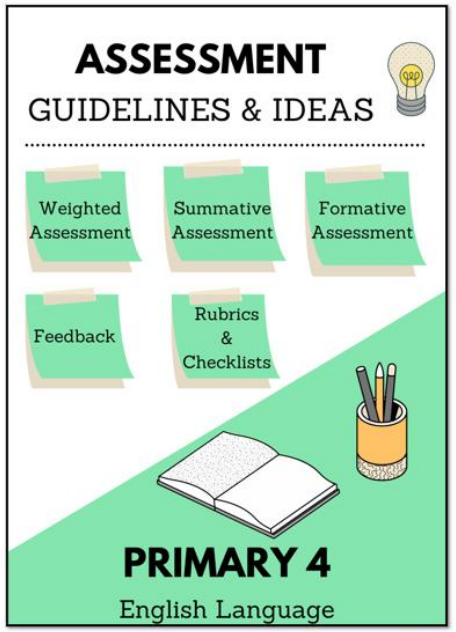
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Reference taken from the
Annual EL HOD e-Meeting Infographic
(25 Oct)

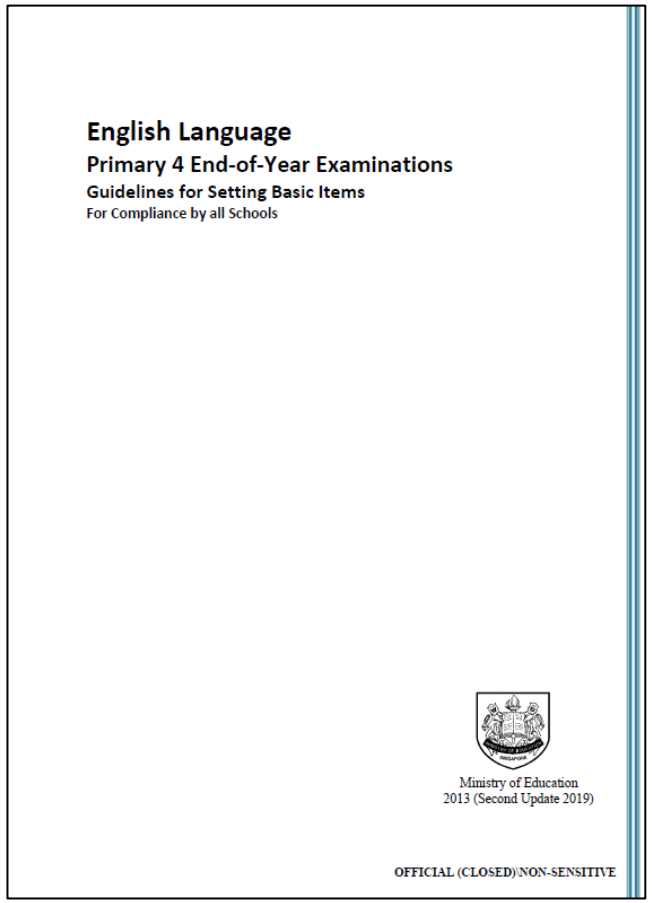
Updated P4 Assessment Guidelines and Ideas (AGI)

- Examples of the assessment tasks are aligned with ELS 2020 and the P4 STELLAR 2.0 titles.

- The examples can be adapted for formative assessment, weighted assessment and summative assessment.



Adherence to P4 EOY Guidelines for Setting Basic Items



English Language

Primary 4 End-of-Year Examinations

Guidelines for Setting Basic Items

For Compliance by all Schools

Ministry of Education
2013 (Second Update 2019)

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Partial Table of Specifications for Basic Items (Sampled by SEAB)

English Language

Note: The other components of the English Language examination (i.e., Oral, Listening Comprehension and Composition) are not included in this table as they do not include basic items.

						Basic Items		
COMPONENT	**CONTENT**	**ITEM TYPE**	**NO. OF ITEMS**	**MARKS**	**Weighting (%)**	**No. of items**	**Marks**	**Weighting (%)**
Language Use and Comprehension (1h 15min)	Vocabulary	MCQ discrete	6 items	6	6%	4	4 (1m each)	4%
	Grammar	MCQ discrete	10 items	10	10%	10	10 (1m each)	10%
	Grammar	Cloze Fill-in-the-Blanks (with helping words); 1 passage on personal pronouns and/or possessive determiners	4 blanks	4	4%	4	4 (1m each)	4%
		1 passage on subject-verb agreement Each passage about 60-70 words in length	4 blanks	4	4%	4	4 (1m each)	4%
	Other non-basic language use items	*At school's discretion*	*At school's discretion*	8	8%	-	-	-
	Comprehension – 1 passage (200-220 words in length for basic items)	A variety of items: e.g., MCQ, Sequencing, Open-ended	Up to 8	8	8%	Up to 8	8	8%
	Comprehension – 1 passage (220-300 words in length for non-basic items)	*At school's discretion*	Up to 10	10	10%	-	-	-
Total				**50**	**50%**	**Max 30**	**30**	**30%**

GO.gov.sg

https://go.gov.sg/elpriwiki

Adherence to P4 EOY Guidelines for Setting Basic Items

VOCABULARY MCQ		
1	Are the four basic items assessing words from a spread of word classes (i.e., adjectives, nouns and verbs)?	
2	Are literal meanings of the words tested?	
GRAMMAR MCQ		
1	Are the 10 questions from the stipulated categories (i.e., prepositions, 'be' as full verb (with or without time markers), present continuous for actions taking place at the time of speaking, simple past for actions completed, past continuous for actions that were in progress some time in the past, demonstratives, conjunctions, quantifiers + countable / uncountable nouns)?	
2	Are the items modified within the allowance of the Guidelines?	
3	Are the options written as stipulated in the Guidelines?	

GRAMMAR CLOZE		
1	Is Passage 1 assessing ONLY personal pronouns and/or possessive determiners?	
2	Is Passage 2 assessing ONLY subject-verb agreement?	
3	Are the lengths of the passages between 60 and 70 words?	

COMPREHENSION PASSAGE 1		
1	Is the length of the passage between 200 and 220 words?	
2	Are the questions assessing ONLY literal and basic inferential reading skills?	
3	Is 1 mark allocated to each answer?	
4	Do the selected response items have either only two or three (for MCQ) options?	
5	Are marks awarded for content ONLY?	

Taken from the Basic Item Checklist, p. 48

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Pitching of School Papers

- The number of schools with pitching issues (P6 EL Prelim Paper vis-à-vis PSLE) has greatly decreased from 2018 to 2022. This is especially so for schools identified as strict or marginally strict.

- However, there has been an emerging trend of schools pitching their prelim papers at a marginally lenient level.

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Reference taken from the Understanding Assessment Workshop

Key Observations and Learning Points
Findings from Schools' P5 EYE Papers (2018 – 2021)

Aspect:	• Alignment
Key Observations:	• In some papers, the contexts were beyond the experience of P5 students. • The excessive use of technical words impeded the understanding of the text and placed an unfair demand on students in trying to use the context to answer the questions.
Learning Point:	• The context of reading comprehension passages should be **age-appropriate**

Reference taken from the Understanding Assessment Workshop

Key Observations and Learning Points
Findings from Schools' P5 EYE Papers (2018 – 2021)

Aspect:	• Technical Quality
Key Observation:	• In some papers, the items in the Vocabulary MCQ, Vocabulary Cloze and Grammar Cloze sections assessed only/ predominantly a particular word class instead of a good balance of different word classes.
Learning Point:	• A range of items should be tested across the sections to ensure fairness in the assessment of students

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Reference taken from the Understanding Assessment Workshop

Key Observations and Learning Points
Findings from Schools' P5 EYE Papers (2018 – 2021)

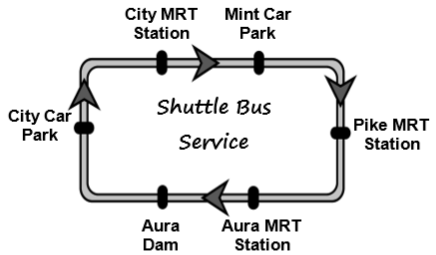
Aspect:	• Technical Quality
Key Observation:	• In some papers, some items were too demanding and placed an unfair cognitive load on students.
Learning Point:	• Besides ensuring that the test item aligns with the assessment objective, its demands should commensurate with the mark.

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Key Observations and Learning Points
Findings from Schools' P5 EYE Papers (2018 – 2021)

Example	Explanation
• In Visual Text Comprehension section	• The question is too demanding as it requires students to consider multiple pieces of information to answer the question. • Students have to apply the concept of time to analyse the different routes in the table. • The cognitive load and time taken to work out the answer for 1 mark is too demanding and excessive respectively.

Free shuttle bus service will be provided. Pick-up and drop-off points are the bus stops in front of the car parks and MRT stations.



Shuttle Bus Service Schedule

City Car Park ⇨	City MRT Station ⇨	Mint Car Park ⇨	Pike MRT Station ⇨	Aura MRT Station ⇨	Aura Dam
9.30 a.m.	9.35 a.m.	9.45 a.m.	9.55 a.m.	10.05 a.m.	10.15 a.m.
10.30 a.m.	10.35 a.m.	10.45 a.m.	10.55 a.m.	11.05 a.m.	11.15 a.m.
11.30 a.m.	11.35 a.m.	11.45 a.m.	11.55 a.m.	12.05 p.m.	12.15 p.m.
12.30 p.m.	12.35 p.m.	12.45 p.m.	12.55 p.m.	1.05 p.m.	1.15 p.m.

24 Helen wants to take the shuttle bus and reach the venue in time to catch the special performance. What should she do?

(1) get on the 10.05 a.m. bus at Aura MRT Station pick-up point
(2) get on the 10.30 a.m. bus at City Car Park pick-up point
(3) get on the 10.45 a.m. bus at Mint Car Park pick-up point
(4) get on the 10.55 a.m. bus at Pike MRT Station pick-up point

Reference taken from the Understanding Assessment Workshop

Key Observations and Learning Points
Findings from Schools' P5 EYE Papers (2018 – 2021)

Aspect:	• Marking
Key Observation:	• There has been an improvement in ensuring the mark scheme is consistent and accurate. • However, it was observed that errors were present in some mark schemes.
Learning Point:	• Comprehensive and accurate mark schemes can help to ensure consistency in marking by providing clear guidance to teachers.

Reference taken from the Understanding Assessment Workshop

Key Observations and Learning Points
Findings from Schools' P5 EYE Papers (2018 – 2021)

Aspect:	• Other points to note
Key Observation:	• While the CPDD-recommended TOS suggests a range of 330 – 450 words for the Comprehension OE passage, some schools set a range of 600 – 700 words. This places an overly-demanding reading load on students.
Learning Point:	• It is important to note that there should be a **gradual increase in reading load for students transiting from primary four to five**.

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P6 Prelim Listening Comprehension Resources

- Since 2018, ELLB has been providing a set of EL and FEL LC items for schools to use for their P6 Prelim Examinations.

- P6 Prelim LC items are to be used for school-based assessment. EL HODs must control the access to the items.

- New sets of P6 Prelim LC resources **for 2023** will be made available for download in OPAL 2.0 in Semester 1 next year. No hard copies will be given.

- Please download the resources and submit the acknowledgement form to your ELLB curriculum partners.

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Panel Discussion

- Please pose your question in the Zoom Q&A feature.
- To enhance the flow of discussion, the questions that are being answered by the panellists will be pasted into the chat.

Panelists:

- **Ms. Stephanie Ho, Deputy Director (Primary)**
- **Ms. Annabelle Tay, Assistant Director**
- **Mdm. Florence Yap, Assistant Director/ Lead Specialist**
- **Mr. Nelson Ong, Curriculum Planning Officer**

Moderator:

- **Mdm. Uma Perumal, Senior Curriculum Planning Officer**




THANK YOU
TEACHERS! :)

Cluster Breakout Session



If you experience technical difficulties, please contact:

Ms. Lyanna Wong: 6832 9287

Venues for POC Sessions

Clusters/Schools	POCs	Breakout Room	Zoom Meeting ID	Password	Meeting Details
N1 & N2	Julia & Uma	1	867 1316 7066	HODmeeting	
N3 & N4	Amanda & Sarila	2	848 8464 3234		
N5 & N6	Edina & Vanessa	3	826 4607 7210		
N7 & E1	Nelson & Suziana	4	813 8327 8030		
S1 & S2	Anne & Evelyn	5	982 9085 7060		
S3 & S4	Annabelle & Grace	6	878 1565 9834		
S5 & S6	Minnie & Faizah	7	845 8552 7249		
S7 & W1	Anis & Poh Yi	8	884 7389 5628		
E2 & E3	Lyanna & Yvonne	9	878 7025 2105		
E4 & E5	Peggy & Victoria	10	858 6362 4352		
E6 & E7	Aliah & Amy	11	879 2099 0796		
W2 & W3	Wendy & Rosvinder	12	876 4454 6079		
W4 & W5	Florence & Sing Ye	13	854 4488 6848		
W6 & W7	Charisma & Elyssa	14	846 8031 3785		
Pilot schools	Kalthom & Danielle	15	857 2358 0155		
SPED	Eliza	16	846 2520 0443		

https://go.gov.sg/breakoutelhod2022

If you experience technical difficulties, please contact **Ms. Lyanna Wong @ 6832 9287**

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Cluster Breakout Session





SLS Updates

EL Pri Wiki OPAL 2.0 Updates

Resource Books for Schools

Exploring Science through STELLAR 2.0

ELLB Support in 2023

SINGAPORE

Student Learning Space

SLS TRIALS AND DIPSTICK SESSIONS 2022

PARTICIPATION

SCHOOLS	TEACHERS
44	58

- Thank you for nominating your teachers
- Request for nominations by Feb 2023

FEEDBACK

- High level of student engagement
- Improved teacher competency in using the SLS during classroom teaching
- Teachers expressed appreciation for the resources and the developmental experience while participating in trial sessions.

Teachers' Comments

My girls truly enjoyed the lesson! Truly a good resource, thank you :)

S. Santhini

The digital text and the activity to arrange the paragraphs are useful.

Muhammad Daniel

What students liked

Kid Thesaurus and Cambridge Dictionary

The diary entry is interesting.

I like the games as they are fun and they help me learn.

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SLS TRIALS AND DIPSTICK SESSIONS 2022

FURTHER COLLABORATION

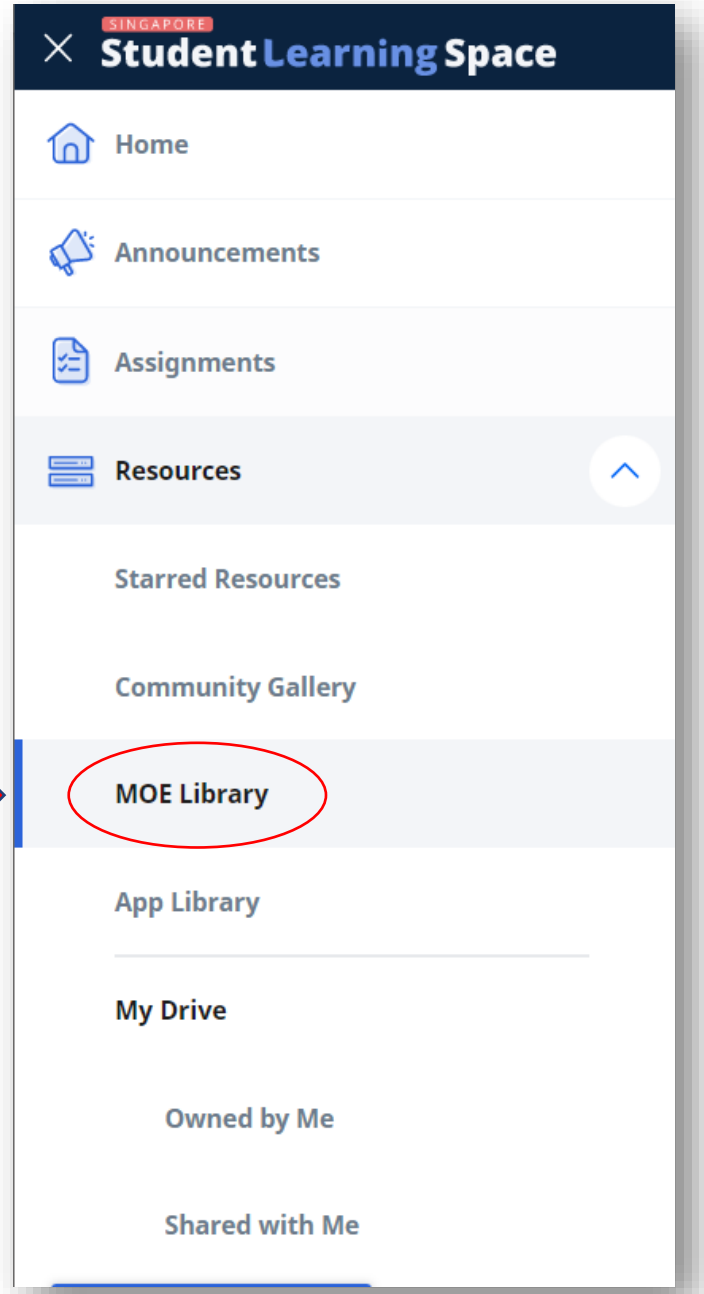
MOE EdTech Plan

Vision Statement for Teachers: Designers and facilitators of meaningful tech-enabled learning experiences

ELLB (Pri) may further collaborate with selected teachers from the SLS Trials to edit and publish their lessons in the SLS MOE Library.

1. Just-in-time upskilling of SLS lesson creation for the selected teachers

2. Other teachers may use the collaboratively created lessons without extensive modification and use them as models for their own SLS lesson creation.



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DEVICE CONSIDERATIONS AND FIXED RESOURCES

S/N	Devices	Considerations
1	Laptop	• Most stable of all the devices • Heavier and harder to distribute to students • Mouse would be preferable
2	Chrome book	• Heavier and harder to distribute to students • Mouse would be preferable • Some drag and drop games may not play well on the touch screen, but works fine when using the trackpad
3	Android tablet	• Use Chrome to access resources • Smaller screen than laptop • Soft keyboard takes up ‘screen real-estate' • Touch screen may have problems if students need to drag-and-select or drag-and-drop
4	iPad	• Resources play better on Chrome than Safari • Smaller screen than laptop • Soft keyboard takes up ‘screen real-estate' • Touch screen may have problems if students need to drag-and-select or drag-and-drop • iOS on iPads needs to be updated regularly in order to play the resources well



Remind Technical Assistants to update the OS of devices and browsers regularly.



Have students bring their own earpieces, or allow students to sit anywhere in the classroom, further from one another when accessing SLS resources in class.



Some SLS lessons had older media which could not play well on iPads. They have been fixed. The list may be found on OPAL 2.0.

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SLS CATALOGUES AND SLS PRIME IN OPAL

- SLS catalogues and SLS PRIme EL are updated and uploaded in OPAL 2.0 twice a year, usually in March-April, October-November.

- Please forward our email with this information to your EL teachers as soon as you receive it.



OPAL 2.0
One Portal All Learners

SLS Lessons that supplement the P4 STELLAR 2.0

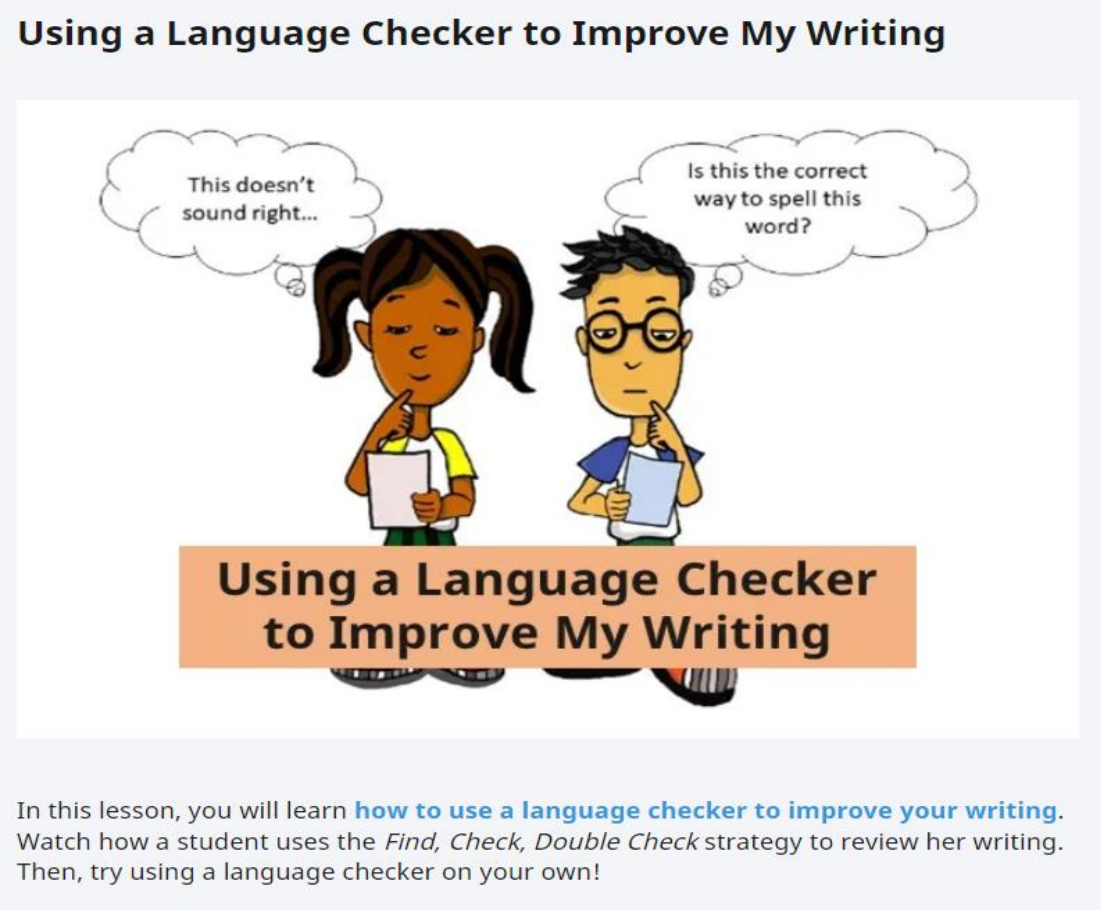


For SLS System Issues:
Log a case using the 'Help us Improve' button in the SLS pages.

SLS Core Team:
thiam_huay_lee@moe.gov.sg; wang_kai_fen@moe.gov.sg; ummu_salma_hamaradeen@moe.gov.sg

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Language Checker SLS Lesson



https://go.gov.sg/slslanguagechecker

P4 RRP 2.0 SLS Resources (available in the MOE Library in 2023)

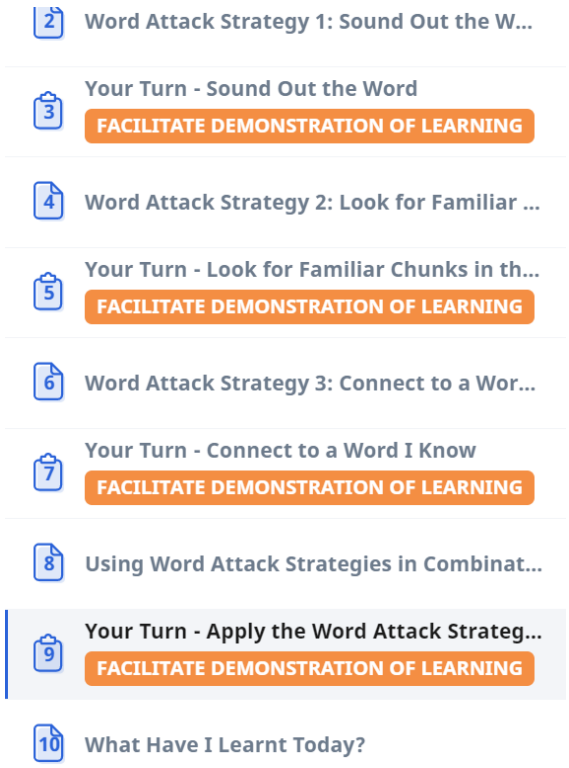
	Word attack	Vocabulary	ORF	Reading Comprehension (identification of narrative elements/ main ideas & supporting details)	Reading Comprehension (making inferences to draw conclusions)
U1 Making Ice Cream	☺				
U2 Life of a Vet		☺	☺		
U3 The Paralympic Games		☺	☺	☺	
U4 The World Beyond Us		☺	☺	☺	
U5 Ruby's Sunflower		☺	☺	☺	
U6 Dinosaurs Exist!			☺	☺	☺
U7 Heartbeats in the Dark			☺	☺	☺
U8 All the Buzz about Honey			☺	☺	
U9 What Happens when You Laugh			☺	☺	

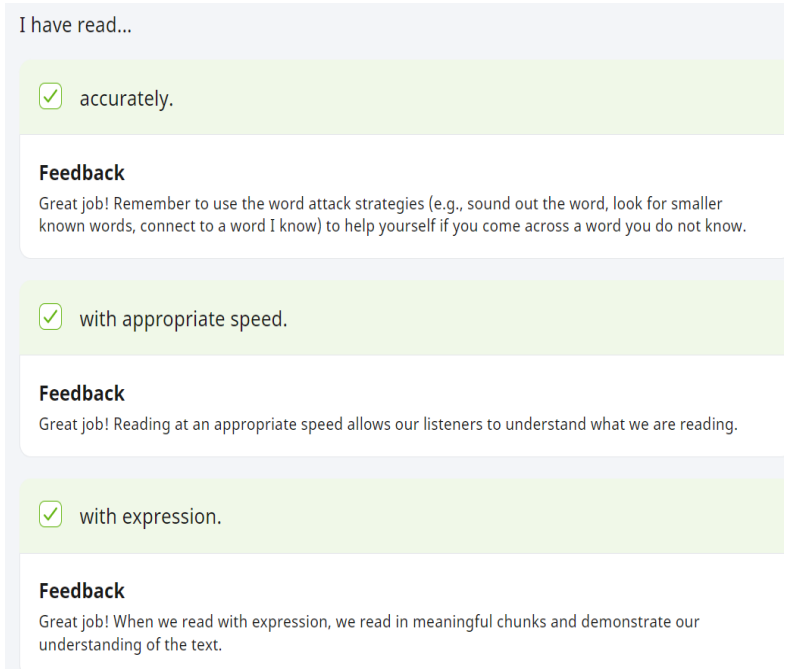
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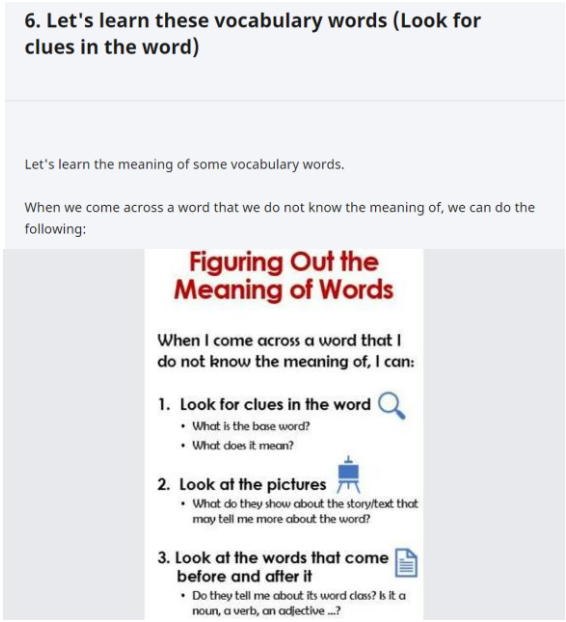
Extending Practice in RRP 2.0 Reading Remediation Programme

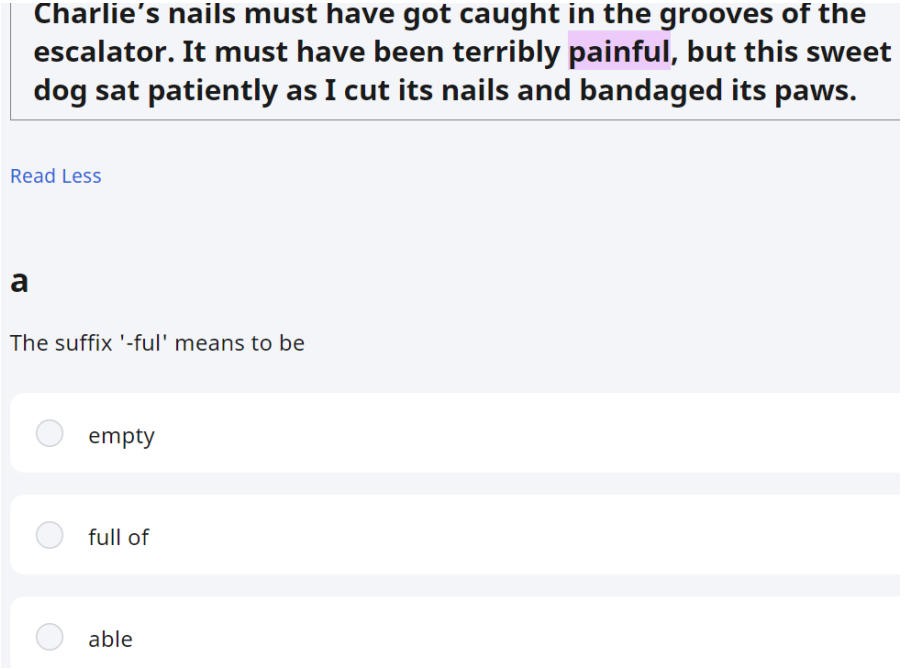
SLS lessons can be assigned to students as:

- extended practice after RRP lesson
- independent practice during progress monitoring session
- during Home-Based-Learning (HBL)









EL Pri Wiki
OPAL 2.0 Updates



STELLAR 2.0 Resources on OPAL 2.0

English Language (Primary) Wiki

STELLAR 2.0 Instructional Materials

- STELLAR Instructional Materials
  - STELLAR 2.0 - Primary 1
  - STELLAR 2.0 - Primary 2
  - STELLAR 2.0 - Primary 3

https://go.gov.sg/elpriwiki

LSP & RRP 2.0 Resources on OPAL 2.0

English Language (Primary) Wiki

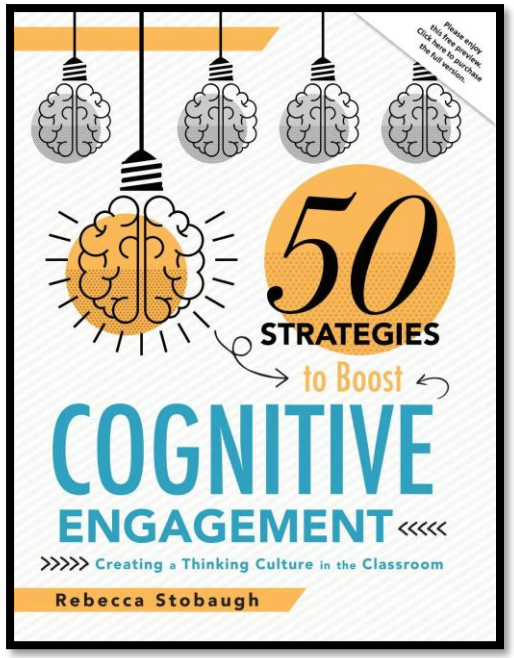
- **Learning Support Programmes**
  - The LSP 2.0
  - LSP 2.0 Instructional Strategies
  - Instructional Materials
  - Instructional Materials (Digital/SLS Resources)
  - Instructional Videos
  - Extensive Reading in LSP 2.0
  - IEP/GEP in LSP 2.0
  - Assessment in LSP 2.0
  - Parents Briefing Slides
- **Reading Remediation Programmes**
  - RRP Instructional Materials (Digital/SLS Resources)
  - The Reading Remediation Programme (RRP)
  - P3 RRP 2.0 Instructional Materials
  - P4 RRP 1.0 Instructional Materials
  - RRP Instructional Videos
  - Assessment in RRP

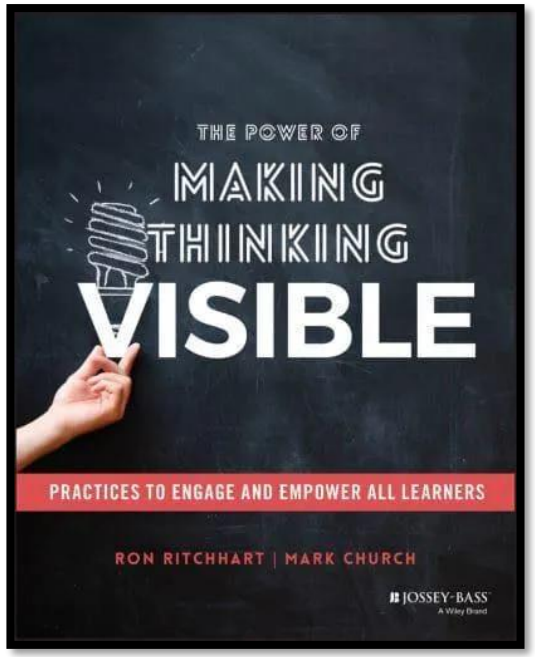
Reading Remediation Programme

https://go.gov.sg/elpriwiki

Resource Books for Schools

Resource Books for Schools



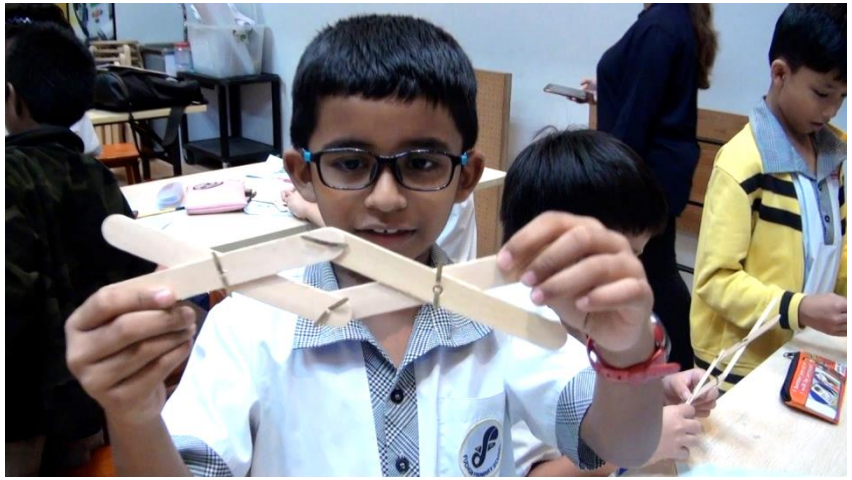


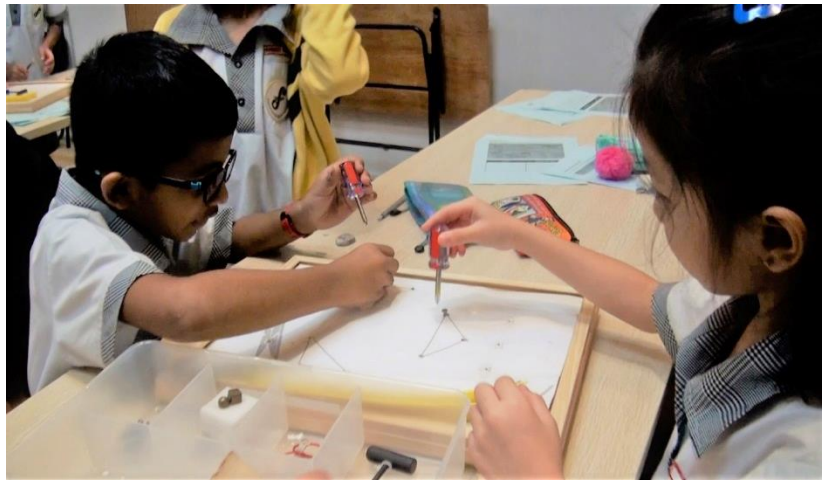
- CPDD/ELLB will provide one copy of each title per school.
- EL Professional Leadership team can include this book in the overall PD plan for your EL teachers.

Exploring Science through STELLAR



Exploring Science through STELLAR 1.0







World of Tools STELLAR programme – workshop in SCS lab (top two) and Kinetic Garden (top right)



Students looking for earthworms in the Ecogarden for STELLAR story *Slither and Slide* (right)

Students observing hermit crabs in the SCS lab on STELLAR story *Life in a Shell* (left)



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Exploring Science through STELLAR 2.0

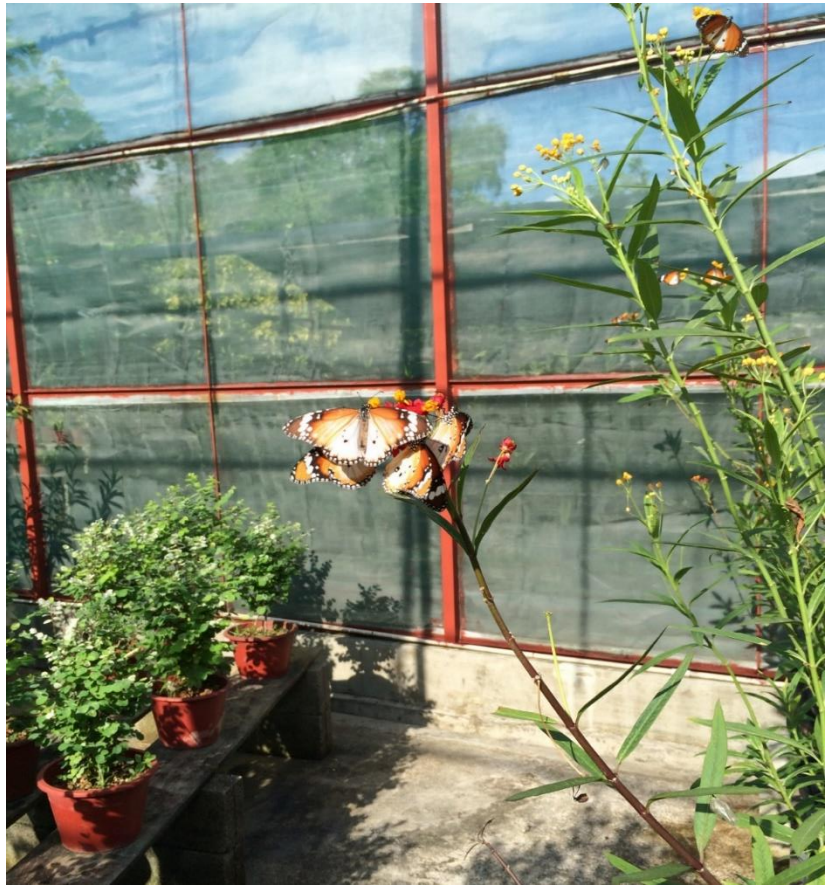
- The Science Centre-based workshop brings out the science concepts in the STELLAR stories
- Encourages self directed exploration, curiosity, discovery and a sense of wonder
- Increases awareness of sustainability in relevant stories

PRE-PROGRAMME ACTIVITY (READING BOOK + ACTIVITY)

WORKSHOP (AT SCIENCE CENTRE, AT SCHOOL OR ONLINE)

POST-PROGRAMME ACTIVITY (IN SCHOOL OR HOME) EXTENSION TO EARN A YOUNG SCIENTIST BADGE AND CERTIFICATE

On sign-up basis by primary schools as they are progressively rolled out from 2022.



The insectarium where caterpillars and butterflies are bred for the STELLAR lesson *A Butterfly is Born*

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Timelines and Learning Objectives

Jan 2022

- A Butterfly is Born
- Delicious!
- Mid-Autumn Festival

Oct 2022

- The Bicycle Race

2023

- Goal!
- Life in a Shell
- Sandcastles
- A Day in the Kitchen with Grandma

2024

- Postcards to David
- The Broken Bangle
- The First Day of Hari Raya

Book	Sustainability links
A Butterfly is Born	Understanding diversity, plant life cycles, the need for pollinators
Delicious!	Appreciating the diversity of living things and the need for food sustainability
The Bicycle Race	Raise awareness of how innovation can be used to solve problems for persons with disability.
Mid-Autumn Festival	Understanding the need for different communities and appreciating the different communities
Life in a Shell	Understanding of cycles and diversity of life
A Day in the Kitchen with Grandma	Appreciation of food, learning about nature and food sustainability
Goal!	Sports and good health
Sandcastles	Importance of clean beaches and marine life
Postcards to David	Understanding communication and infrastructure for building a sustainable community
The Broken Bangle The First Day of Hari Raya	Understanding the need for different communities and appreciating the different communities

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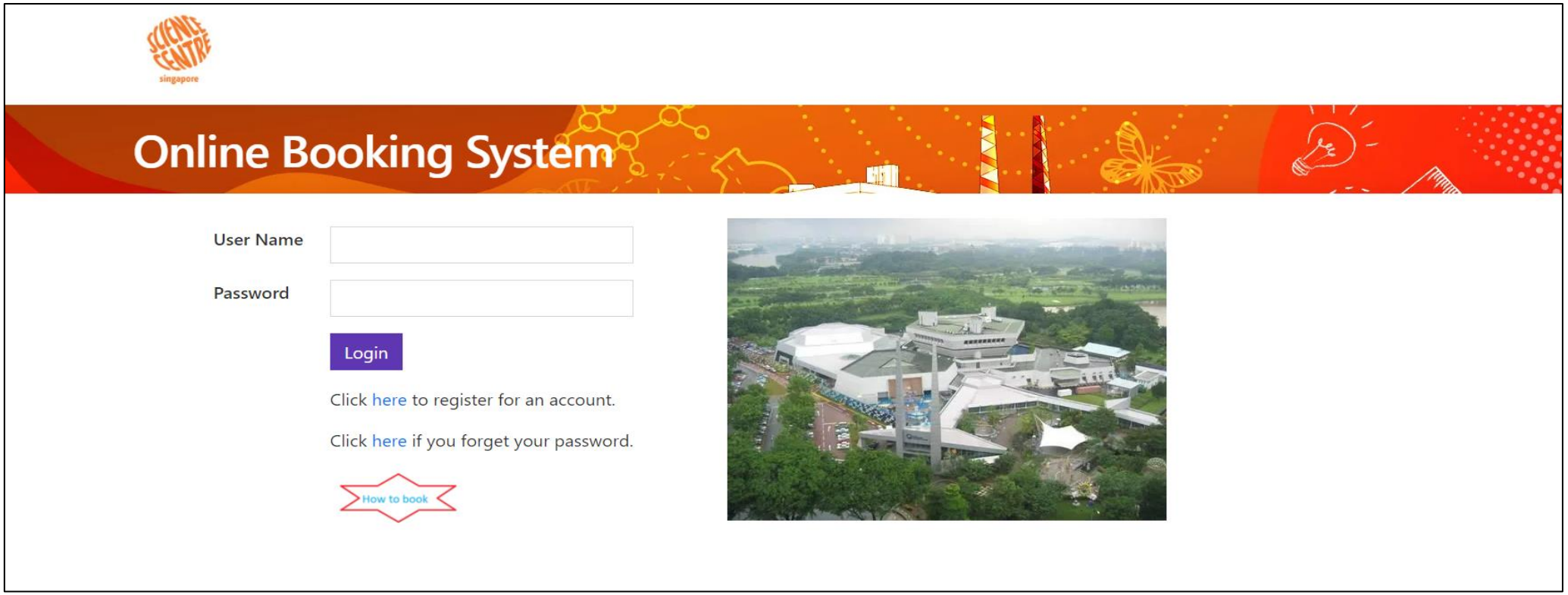
Details of Workshops Ready for Booking

	A Butterfly is Born	Delicious!	The Bicycle Race	Mid-Autumn Festival
Pre-activity	Read story in school and vocabulary.	Read story in school and write a poem or story about flowers, trees or plants.	Read story in school and discuss how Uncle Lim solves the problem.	Read story and talk about the different cultures, festivals and use of lights.
Workshop	Identify, observe and draw different types of butterflies. Identify the different parts of a butterfly (insect). Introduce the concept of 'tinkering' where students will use LEDs and dough to create their own butterfly life cycles.	Identify, observe and draw plants and their parts. Understand adaptations, plant needs and life cycles.	Explore and understand tools Learn about making something out of everyday materials - Recognize that there are different ways of solving one problem.	Recognize that light allows us to see. Learn about different shapes and use nets of different polyhedrons to make different models. Connect a simple circuit to make a lantern.
Post activity	Make your own butterfly lifecycle model.	Make a bottle garden and an artwork from leaves.	Take photos of five things around you which are innovative. Tell us why they are innovative and what problem they are trying to solve.	Collect 3 items that are sources of light.

Details of Workshops being developed for 2023

	Sandcastles	Goal!	Life in a Shell	A Day in the Kitchen with Grandma
Pre-activity	Read the story and "show and tell" their experience at the beach.	Read the story and write a short experience of an accident or fall.	Read story in school and introduce the names of animals with shell.	Read story in school and introduce different materials in kitchen used for cooking and making dough .
Workshop	Explore "wet sand effect" While walking barefooted along the beach, it looks like the sand around your feet dries out. Why is that? These dry footprints are caused by the pressure of your feet. You will find out exactly how this happens by trying this beachy activity!	The leg cast is a is a very strong material to prevent further injury to the leg. Explore material properties of paper pillars of different shapes and paper pillar enhanced with other materials.	Identify, observe, compare and draw different types of animals with shells. Identify the different parts of shells and what do these animals have in common. Explore some animals at western entrance and ecogarden.	Be a scientist in the kitchen. Identify the main ingredients to make dough. Learn by inquiry ratio and amount of ingredients to make good dough. Introduce natural colours in food and pH indicators to students. Test different food items whether they are acidic or alkaline.
Post activity	State 4 materials that can be recycled.	Collect 5 different materials. Label and arrange them in order of hardness.	Make your own snail model.	Introduce the concept of 'tinkering' where students will use LEDs and dough to create their own shapes.

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Our online booking URL is https://bookings.science.edu.sg/obsinternetweb/

And on the same page, you could register an account using your school email address, & download a user guide by clicking on "How to book".

To view the full list of our Programmes https://www.science.edu.sg/for-schools/school-programmes

Our COVID-19 Safe Management Measures https://www.science.edu.sg/covid-19-advisory

For enquiries, please email: schools@science.edu.sg or call: 64252525/ 26

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ELLB Support in 2023

ELLB Support in 2023

Contact & Connect Session (by April 2023)

- Establish an initial contact between ELLB Curriculum Partners and EL KP & TLs, LSCs and RRP teachers in Semester 1
- Highlight school's areas of focus and possible support from ELLB
- tentative school visit plans
- cluster programmes and support, if any

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As the year draws to a close, we would like to invite you to have discussions with your EL teachers to **reflect on and talk about the key changes in STELLAR 2.0 and the impact it has had on our students.**

☺

P1 to P3 teachers could be invited to share their experiences with STELLAR 2.0.

Possible discussion points:

- Key changes in teaching and learning with STELLAR 2.0
- Strengths observed in students, possibly as a result of STELLAR 2.0
- Areas students need more support in

This would be a great opportunity for:

- P1 to P3 teachers to reflect on their students' learning
- P4 to P6 teachers to have a better understanding of STELLAR 2.0 and the students they will be teaching
- P5 and P6 teachers to be better prepared for the Upper Primary Workshops which will start in 2023

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Q&A

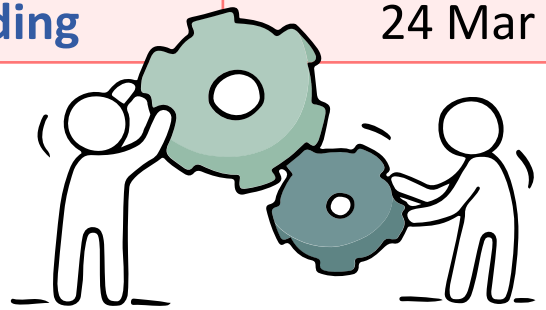


ELIS Professional Learning Opportunities 2023

Sign up for these learning opportunities on OPAL2.0 in the last week of Dec 2022

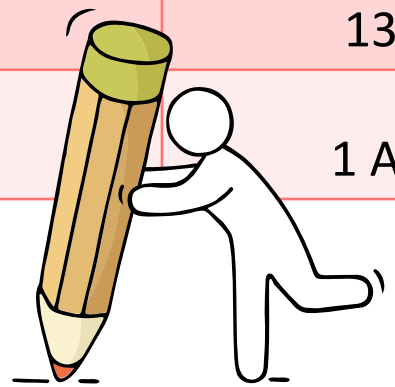
Sign up for these ELIS courses on OPAL2.0 in the last week of Dec 2022.

SkillsFuture for Educators Courses	Levels of Practice	Asynchronous Online Learning Periods	Synchronous Online Learning Sessions
Differentiating Instruction in the Primary English Language Classroom	Leading	31 Jan to 14 Feb	20 Feb
	Proficient	17 Feb to 3 Mar	9 Mar
	Accomplished	22 Mar to 5 Apr	12 Apr
Learning By Inquiring in the Primary English Language Classroom	Proficient	17 Feb to 3 Mar	9 Mar
	Accomplished	22 Mar to 5 Apr	12 Apr
	Leading	24 Mar to 10 Apr	14 Apr



Sign up for these ELIS courses on OPAL2.0 in the last week of Dec 2022.

Building Knowledge of English Grammar Courses	Asynchronous Online Learning Periods	Synchronous Online Learning Sessions
Word Classes	7 Feb to 21 Feb	28 Feb
Noun Phrases	30 Mar to 13 Apr	20 Apr
Time, Tense And Aspect	4 Apr to 19 Apr	25 Apr
Adverbials	6 Jul to 20 Jul	27 Jul
Cohesion And Coherence	13 Jul to 27 Jul	3 Aug
Subject-Verb Agreement	1 Aug to 18 Aug	24 Aug

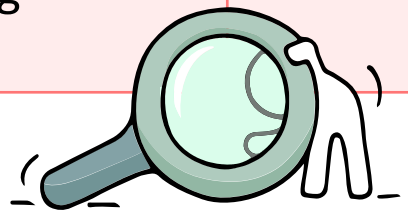


Sign up for these ELIS courses on OPAL2.0 in the last week of Dec 2022.

Courses	Asynchronous Online Learning Periods	Synchronous Online Learning Sessions
Item Setting for P5 And P6 School-based Summative EL Assessment	**Run 1**	
	20 Mar to 3 Apr & 10 Apr to 25 Apr	6 Apr & 28 Apr
	Run 2	
	4 Jul to 18 Jul & 24 Jul to 7 Aug	21 Jul & 17 Aug
Singapore Teaching Practice- Professional Learning Module: Skilful Questioning to Deepen Learning in the English Language Classrooms (Pri & Sec)	21 Mar to 4 Apr & 11 Apr to 26 Apr	10 Apr & 3 May

Sign up for these ELIS courses on OPAL2.0 in the last week of Dec 2022.

Courses	Asynchronous Online Learning Periods	Synchronous Online Learning Sessions
Classroom Inquiry for EL and Literature Teachers	24 Feb to 10 May	23 Feb & 11 May
Effective Communication: Language and Literacy Across the Curriculum	6 Feb to 3 May	4 May
Effective Communication: Facilitating Productive Academic Discussion	20 Mar to 4 Apr & 6 Apr to 17 May	5 Apr & 18 May
Effective Communication: Using Talk to Support Writing	5 Jul to 29 Aug	4 Jul & 30 Aug



Sign up for these ELIS programmes & attachment on OPAL2.0 in the last week of Dec 2022.

Programmes	In-person Learning Sessions
Professional Dialogues with MTT/EL (for aspiring or current EL Teacher Leaders)	**Run 1**: 16 Feb **Run 2**: 20 Jul
Clinics with MTT/EL (for aspiring or current EL Teacher Leaders)	**Run 1**: 9 Feb **Run 2**: 30 Jun
Attachment	**Online & In-person Learning Period**
Teacher Work Attachment@ELIS	10 Apr to 28 Apr



Evaluation



https://go.gov.sg/hod-meeting-evaluation-2022

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THANK YOU!