



# ENGLISH LANGUAGE PRIMARY THREE

**2025**

**Vision: A learning community of effective communicators of the English Language**  
**Mission: Building A Strong Foundation and Rich Language for All**

**PRIMARY 3**

**OVERVIEW OF THE ENGLISH LANGUAGE CURRICULUM @ SQPS**

<b>LEARNING MATERIALS &amp; WORKSHEETS</b>
<ul style="list-style-type: none"> <li>• STELLAR Readers</li> <li>• STELLAR Learning Sheets</li> <li>• Marshall Cavendish English Listening Comprehension &amp; Oral P4</li> <li>• Spelling/Dictation Tests</li> <li>• Journal Exercises</li> <li>• Composition Writing Exercises</li> <li>• Level Worksheets</li> <li>• Practice Papers</li> <li>• Student Learning Space (SLS)</li> </ul>
<b>SCHOOL-BASED PROGRAMMES</b>
<ul style="list-style-type: none"> <li>• Reading Culture @SQPS:               <ul style="list-style-type: none"> <li>○ Reading for Leisure</li> <li>○ Reading Period</li> <li>○ Reading Activity Programme</li> <li>○ Read@School Project in collaboration with National Library Board (NLB)</li> <li>○ Reading Events</li> </ul> </li> <li>• High Progress Enrichment</li> </ul>
<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Alternative Assessment</li> <li>• Semestral Assessment (End-of-Year)</li> </ul>

## Desired EL Learner Outcomes

The English Language Syllabus 2020 (ELS 2020) seeks to develop our students to become:

1. **Empathetic Communicators** who possess the values and dispositions to listen actively to different points of view. We want them to be able to communicate confidently, effectively and sensitively, with the wider and more diverse communities both in and out of Singapore.
2. **Discerning Readers** who are able to process and evaluate information with discernment and distinguish fact from falsehood. They will possess a broad worldview and can respond to information closely and critically according to purpose, audience, context and culture.
3. **Creative Inquirers** who can apply critical literacies in diverse contexts to explore real world issues. They will be able to gather and synthesise information from diverse print, non-print and digital networked sources, and co-create knowledge and solutions in familiar or new contexts.

## STELLAR: Strategies for English Language Learning And Reading

### What is STELLAR?

STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years through the use of well-established, learner-centred and developmentally appropriate pedagogical approaches using authentic children's literature.

### The STELLAR2.0 Programme and English Language Syllabus 2020

With the rollout of the English Language Syllabus 2020 (ELS 2020), the STELLAR programme was reviewed and refined to better prepare learners for the changing context of language use. This includes:

- a greater need for linguistic and communicative competence, adaptability and flexibility for a more disruptive global environment
- rapid development in information technology that has shaped our understanding of literacy and linguistic skills in English to include multiliteracies
- future workplace readiness with rising emphasis on interpersonal skills, higher-order cognitive skills and information systems skills.

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**P3 STELLAR – LIST OF TITLES**

Teaching Titles	
1	Fearless Phil
2	The Gruffalo
3	Camille and the Sunflowers
4	Predators and Prey
5	The Stars of Chek Jawa
6	Unusual Plants
7	There's a Boy under the Bed
8	Prince Zak and the Wise Frog
9	Spilt Milk

## **LEARNING TARGETS FOR STUDENTS**

### **Listening**

1. Listen and view attentively with empathy and respect and for a sustained period and respond appropriately
2. Use appropriate skills and strategies to process meaning from texts (identify details, make predictions, make inferences, ask questions at different levels about the text, interpret information from a variety of sources)
3. Use appropriate skills and strategies to evaluate texts (distinguish between fact & opinion, draw conclusions, identify the problem-solution relationship in a text, identify different points of view)
4. Listen to and view a variety of literary selections and informational/functional texts for enjoyment & understanding

### **Speaking**

1. Know the features of spoken language and the differences between spoken and written forms of language
2. Speak with accurate pronunciation and appropriate intonation
3. Plan and present information and ideas for a variety of purposes
4. Use appropriate skills, strategies and language to convey and construct meaning during interactions (e.g. speak clearly, ask questions, respond to questions, present views confidently)
5. Speak accurately, fluently and coherently

### **Reading Aloud**

1. Recognise words and read with accuracy and fluency
2. Read aloud year level-appropriate texts with accuracy, fluency, comprehension and appropriate expression, pacing and intonation

### **Reading Comprehension**

1. Think aloud and explain the storyline, character and big ideas
2. Think deeper and beyond, what the writer is telling about the storyline, characters and big ideas (personal response, connections, elements of style in a variety of texts, theme, text response)
3. Use clues in the passage to confirm what the writer is telling
4. Use good judgement to comment whether an action is wise or right
5. Find the best way to find ideas clearly and fully

### **Writing**

1. Plan and generate appropriate and interesting ideas
2. Develop, organise and express ideas coherently and cohesively
3. Write a story that readers find believable and can understand easily
4. Use techniques that sustain readers' interest
5. Use the right words at the right time
6. Review, revise, proofread and edit to improve the story

## **PROGRAMMES AND ACTIVITIES**

### **Spelling/Dictation Tests**

- Aims to build students' ability to spell accurately for writing fluency and speed. It will also strengthen their word recognition and vocabulary development.
- Spelling/Dictation lists are given on a termly basis. The lists comprise words that students have encountered in their English language learning (e.g. in STELLAR units) and words that will help them in their composition writing.

- Spelling/Dictation is done in an exercise book. For Spelling corrections, student re-writes a word 3 times for every wrong word. For Dictation corrections, student re-writes a sentence once for any mistakes made in the sentence.
- Spelling/Dictation is conducted once a week.

### **Journal Exercises**

- Aims to encourage students to express their feelings and thoughts through writing of a variety of topics e.g. personal experiences, reflections on events.
- Topics given tap on students' prior knowledge and personal experiences.
- Journal entries are done in an exercise book. The focus of the teacher's marking is on the quality of the ideas in the journal and not on the identification of language errors made.
- Journal is done once a week.

### **Composition Writing Exercises**

- Aims to equip students with the skills to write compositions that are creative and interesting.
- Students are to write compositions of at least 100 words each based on a series of 3 pictures and a question mark, with 10 helping words or phrases.
- Students will be supported in every writing assignment through scaffolding activities such as brainstorming of words and phrases relevant to the writing piece.

### **Level Worksheets**

- Aims to equip students with the necessary practice to promote retention and application. Worksheets given are on the different components of language learning e.g.
  - Grammar worksheets revising the various word classes (e.g. nouns, verbs, pronouns, adjectives)
  - Vocabulary worksheets that expose students to a varied spectrum of words and usage
  - Editing for spelling and grammar worksheets that reinforces students' knowledge of grammar and vocabulary
  - Cloze Passage worksheets to reinforce grammar and vocabulary learnt
  - Synthesis and transformation worksheets teaching the skills of combining sentences using grammar and sentence structures learnt

### **Practice Papers**

- Aims to provide students with the practice to familiarise themselves with the test format that they are going to sit for i.e. Semestral Assessment 2 at the end of Term 4.

### **Others**

The Basic Spelling Vocabulary list (Grades 1 to 5) was devised to help educators know the spelling words that should be taught to children. The list contains words that children use commonly in their writing so they need to be able to spell these words correctly. The words for each grade level were based on difficulty, pattern of occurrence in children's writing across grades, and grade placement on current vocabulary lists and spelling materials. The list for Grade 3 (i.e. Primary 3) is provided in the handbook (see Appendix 1).

[Source: The Basic Spelling Vocabulary List by Steve Graham, Karen R. Harris, Connie Loynachan at <https://www.readingrockets.org/>]

**Reading Culture @ SQPS**

- The school has embarked on a whole school approach to prepare students to be proficient readers by developing in them a passion to read and also teaching them how to read. Students will be taught to set goals for reading and to select books that cater to their age and interest levels. Positive reading experiences are provided through activities such as book talks, storytelling sessions and providing incentives for avid readers. Programmes and activities have been planned to build a reading culture that develops students into avid readers:

**(A) Reading for Leisure**

- Students are encouraged to read without interruption whenever opportunity arises e.g. prior to assembly and after recess.
- Teachers and School Leaders role model by reading with and to the students.

**(B) Reading Period**

- One period per week is set aside for reading where students engage in book exploration & extension activities. The aim is to allow students to spend time on leisure reading & encourage them to read more.

**(C) Reading Activity Programme**

- The Reading Activity Programme aims to promote the reading of EL books with a rewards system Lower Primary (P1-2) Each card comprises a number of reading activities to be completed by students over the course of a year.

**(D) Read@School Project in collaboration with National Library Board (NLB)**

- The school has been working with NLB since 2014 to carry out a series of reading activities with the aim to nurture readers in our students. There are assembly programmes such as *Book Buzz* to promote books appropriate for students and storytelling. Other activities include *Read Swap Share* and *Mass Borrowing*.

**(E) Reading Events**

- An event that students look forward to is the Book Fiesta which started in 2017. The purpose of the event is to create a vibrant environment for students and teachers to enjoy stories and to enact these stories in fun ways. Based on themes such as 'Fairy Tales', pre-event classroom activities are conducted to help students enjoy the stories. Students and teachers are encouraged to dress up as their favourite characters using recycled materials, making the stories come alive before our very eyes.

**(F) Reading Resources**

- Our school's recommended reading list for Middle Primary (P3 & P4) (see Appendix 2) serves to provide some suggestions on the books that are appropriate for the level. These books may also be found in our school library.
- Below is a list of suggested websites for listening to & reading books online:

<b>Website</b>	<b>Description</b>	<b>Link</b>
<b>discoverReads</b>	discoverReads is an open-access site that is part of National Library Board. It has a whole spectrum of eResources that cater to the needs and interests of primary and secondary school students. eBooks are available for loan to the public with a myLibrary username. Go to <a href="https://childrenandteens.nlb.gov.sg/our-faq">https://childrenandteens.nlb.gov.sg/our-faq</a> for a step-to-step guide on setting up a myLibrary ID. Once you have signed in, you will have access to eResources such as books, newspapers and magazines.	<a href="https://childrenandteens.nlb.gov.sg/">https://childrenandteens.nlb.gov.sg/</a>
<b>TumbleBooks @NLB</b>	TumbleBook Library is a collection of animated, talking picture books. Requires NLB's myLibrary login.	<a href="https://eresources.nlb.gov.sg/main/Pages/Primary">https://eresources.nlb.gov.sg/main/Pages/Primary</a>
<b>Epic</b>	Over 40,000 ebooks and audio books available. Requires registration.	<a href="https://www.getepic.com/">https://www.getepic.com/</a>
<b>BookDash</b>	Book Dash is a South African publisher of free books for very young children.	<a href="https://bookdash.org/">https://bookdash.org/</a>
<b>Free Kids Books</b>	Free Kids Books is a library of children's books, literary resources, and textbooks, available online and for download in pdf format.	<a href="https://freekidsbooks.org/">https://freekidsbooks.org/</a>
<b>Raz-Kids: Reading A - Z</b>	Raz-Kids: Reading A - Z is a website with leveled ebooks and quizzes for interactive reading practice. It includes digital and mobile access and 29 reading levels.	<a href="http://www.raz-kids.com">http://www.raz-kids.com</a>



Website	Description	Link
<b>Vooks</b>	Vooks is a library of kids' favourite picture books that come to life through animation. The books are read aloud and the words appear on the screen too.	<a href="http://www.vooks.com">http://www.vooks.com</a>
<b>Storyline Online</b>	Storyline Online is a website that provides reading aloud to kids, brought to you by the Screen Actors Guild. Listen to and watch celebrities read aloud!	<a href="http://storylineonline.net">http://storylineonline.net</a>
<b>Audible</b>	Audible is a collection of audio books. The books range from 0 – 13 years. Listen to books from award winners, best sellers and series.	<a href="http://www.audible.com">http://www.audible.com</a>
<b>Storynory</b>	Storynory is an educational website for free audio stories for kids. Stories include fairy tales, classics, poems and rhymes. The words appear on the screen too.	<a href="http://www.storynory.com">http://www.storynory.com</a>

### High Progress Enrichment

- The focus of the enrichment is literature appreciation (to love & embrace literature) where students:
  - learn to appreciate literature through different literary text types or novel study;
  - express their thoughts and feelings confidently as they relate to the themes, characters and the actions of these characters in the literary text types or novel; and extend and enrich their encounter with the literary text types or novel through participation in a range of creative individual and team activities.

## ASSESSMENT

Alternative assessment in Terms 1, 2 and 3 will come in the form of bite-sized assessments such as a short quiz on grammar and vocabulary items learnt in that particular term. It can also be a reading aloud or listening comprehension task.

The format and topics for Year-End Examination are as follows:

Format			Topics																		
<table border="1"> <thead> <tr> <th>Components</th> <th>Marks</th> <th>Duration</th> </tr> </thead> <tbody> <tr> <td>Oral</td> <td>16</td> <td>10 min</td> </tr> <tr> <td>Listening Comprehension</td> <td>14</td> <td>20 min</td> </tr> <tr> <td>Composition</td> <td>20</td> <td>50 min</td> </tr> <tr> <td> <u>Language Use</u>                      - Vocabulary                      - Grammar                      - Grammar Cloze                      - Synthesis &amp; Transformation                      - Editing for Spelling &amp; Grammar                      - Editing for Punctuation                      - Comprehension 1                      - Comprehension 2                 </td> <td>50</td> <td>1 hour 15 min</td> </tr> <tr> <td><b>Total</b></td> <td><b>100</b></td> <td></td> </tr> </tbody> </table>			Components	Marks	Duration	Oral	16	10 min	Listening Comprehension	14	20 min	Composition	20	50 min	<u>Language Use</u> - Vocabulary - Grammar - Grammar Cloze - Synthesis & Transformation - Editing for Spelling & Grammar - Editing for Punctuation - Comprehension 1 - Comprehension 2	50	1 hour 15 min	<b>Total</b>	<b>100</b>		<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Fearless Phil</li> <li>2. The Gruffalo</li> <li>3. Camille and the Sunflowers</li> <li>4. Predators and Prey</li> <li>5. The Stars of Chek Jawa</li> <li>6. Unusual Plants</li> <li>7. There's a Boy under the Bed</li> <li>8. Prince Zak and the Wise Frog</li> <li>9. Spilt Milk</li> </ol> <p><b>Note:</b> The topics listed serve as a guide only. As a language-based paper, some of the items will test a child's knowledge beyond the units stated above. Test items may include language items from previous years. These items will be within what the child at his/her level should be able to handle.</p>
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<b>Total</b>	<b>100</b>																				

**Paper 1 (Writing)** (see Appendix 3 for sample question)

Students will be required to write a composition of at least 100 words based on a series of 3 pictures and a question mark. Helping words are provided.

Some pointers to take note of when doing composition:

- Marks are awarded for two areas namely (a) content and (b) language and organisation.
- Students are to interpret the situation depicted by the pictures correctly. They are to develop their ideas and suggest an appropriate ending. Interesting words and phrases should be used.
- The writing piece must be engaging with fully developed ideas.
- Spelling and punctuation errors are considered minor, while all other errors are considered major.

As part of school practice, a checklist is issued to students to inform them how well they have done for their writing piece after the marking of Paper 1 is completed. (see Appendix 4 for the composition checklist) Students may use this feedback to know the area(s) for improvement.

**Paper 2 (Language Use and Comprehension)**

Students will be assessed on their ability to use language correctly and to comprehend textual information. Below are the components tested:

- (A) Grammar MCQ
- (B) Vocabulary MCQ
- (C) Grammar Cloze Passage 1
- (D) Grammar Cloze Passage 2
- (E) Synthesis & Transformation
- (F) Editing for Spelling & Grammar
- (G) Editing for Punctuation
- (H) Comprehension Passage 1
- (I) Comprehension Passage 2

Note that Comprehension comprises the following question types: (see Appendix 5 for sample questions)

- Selected response
- Open-ended item
- Sequencing item

Below are some strategies that students are encouraged to use for completing comprehension cloze and comprehension:

**Comprehension Cloze**

Strategy 1:

1. First reading – Read the passage first to understand the context
2. Look out for contextual clues
3. Read the passage again to check the answers

**Comprehension**

Strategy 1: Quick Read

1. First reading - Skim through the text to get a general idea
2. Read all the questions and form predictions
3. Second reading - Scan the text for specific information that answers the questions

**Strategy 2: Visualisation or Annotation**

As students read a passage, they either draw pictures (i.e. visualisation) or jot down notes (i.e. annotation) in the passage to help them understand the passage better.

**Paper 3 (Listening Comprehension)****Part 1 (Picture Matching):**

Select the picture that matches the sentence read  
Sequence 4 pictures that follows a set of instructions read

**Part 2 (Note-Taking):**

Listen to a text read by the teacher & fill in each blank with a word.

**Part 3 (Comprehension):**

Listen to a text read by the teacher and answer the questions that follow.

**Paper 4 (Oral Communication)****Part 1 (Reading Aloud):** (see Appendix 6 for sample passage)

Students are assessed on their ability to

- pronounce and articulate words clearly
- read fluently with appropriate expression and rhythm

**Part 2 (Stimulus-Based Conversation):** (see Appendix 7 for sample question)

Students are assessed on their ability to

- give a personal response to a visual stimulus
- engage in a conversation on a relevant topic

As part of school practice, a checklist is issued to students to inform them how well they have done after the oral assessment. (see Appendix 8 for the oral checklist) Students may use this feedback to know the area(s) for improvement.

### Appendix 1 – The Basic Spelling Vocabulary List (Grade 3)

Words that children have difficulty spelling correctly are marked with an asterisk\*.

able	even	mind	spelling
above	ever	money*	spent
afraid	every*	month	sport
afternoon*	everyone*	morning*	spring
again*	everything*	mouse	stairs
age	eyes	mouth	stand
air	face	Mr.*	state
airplane	family*	Mrs.*	step
almost	feeling	Ms.	stick
alone	felt	music	stood
along*	few	near	stopped*
already*	fight	nearly	stove
also	fishing	never	street
always*	flower	news	strong
animal	flying	noise	study
another*	follow	nothing	such
anything*	forest	number	sugar
around*	forgot	o'clock*	summer*
art	form	often	Sunday*
aunt*	found*	oil	supper
balloon*	fourth	once*	table
bark	free	orange	taken
barn	Friday	order	taking
basket	friend*	own	talking
beach	front	pair	teacher*
bear	getting*	paint	team
because*	given	paper	teeth
become	grandmother	party*	tenth
began	great	pass	that's*
begin	grew	past	their
behind	ground	penny	these*
believe*	guess*	people*	thinking
below	hair	person	third
belt	half	picture	those
better	having*	place	thought*
birthday*	head	plan	throw
body	heard*	plane	tonight*
bones	he's*	please*	trade
born	heat	pocket	trick
bought*	hello*	point	trip
bread	high	poor	trying
bright	himself	race	turn
broke	hour	reach	twelve
brought*	hundred	reading	twenty
busy	hurry	ready	uncle
cabin	hurt*	real	under
cage	I'd*	rich	upon*
camp	I'll*	right*	wagon

can't* care carry catch cattle cave children* class close* cloth coal color corner cotton cover dark desert didn't* dinner dishes does done don't* dragon draw dream drink early earth east eight	I'm* inches isn't it's* I've* kept kids kind kitten knew* knife lady large largest later learn leave let's* letter* life list living lovely loving* lunch mail making maybe* mean merry might*	river rocket rode round rule running* salt says sending sent* seventh sew shall short shot should sight sister sitting sixth sled smoke soap someone* something* sometime* song sorry sound south space	wait walking wasn't watch water weather* we're* west wheat where* which wife wild win window winter without woman* won won't* wool word working world* would* write* wrong yard year yesterday you're*
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**Appendix 2 – Middle Primary Recommended Reading List  
(books available in Shuqun library)**

<b>Title</b>	<b>Author</b>
<b>CLASSICS</b>	
Gulliver's Travels	Swift Jonathan
Heidi	Church Lisa R
Little Women	Alcott, Louis May
The Adventures of Tom Sawyer	Woodside, Martin
The Chronicles of Narnia	C. S. Lewis
The Lion, The Witch & The Wardrobe	C. S. Lewis
The Pied Piper of Hamelin	Lemieux, Michèle
The Wizard of Oz	Baum, L. Frank
<b>PICTURE BOOKS</b>	
Journey (Wordless Book)	Aaron Becker
Island Born	Junot Diaz
I Talk Like a River	Jordon Scott
Rescue & Jessica	Jessica Kensky & Patrick Downes
Ruby's Wish	Shirin Yim Bridges
The Matchbox Diary	Paul Fleischman
The Name Jar	Yangsook Choi
Voices In The Park	Anthony Browne
<b>NOVELS</b>	
Frindle	Andrew Clement
Charlotte's Web	E. B. White
Animal Farm	George Orwell
Totto Chan	Tetsuko Kuroyanagi
<b>MYSTERY SERIES</b>	
Nancy Drew	Keene Carolyn
The Great Shelby Holmes	Elizabeth Eulberg
Hardy Boys (Junior)	Franklin W. Dixon
The Find Outers	Enid Blyton
Famous Five	Enid Blyton
Secret Seven	Enid Blyton
The BallPark Series	David A Kelly
C.S.I	Ellie O'Ryan
Keepers of the School	Andrew Clements

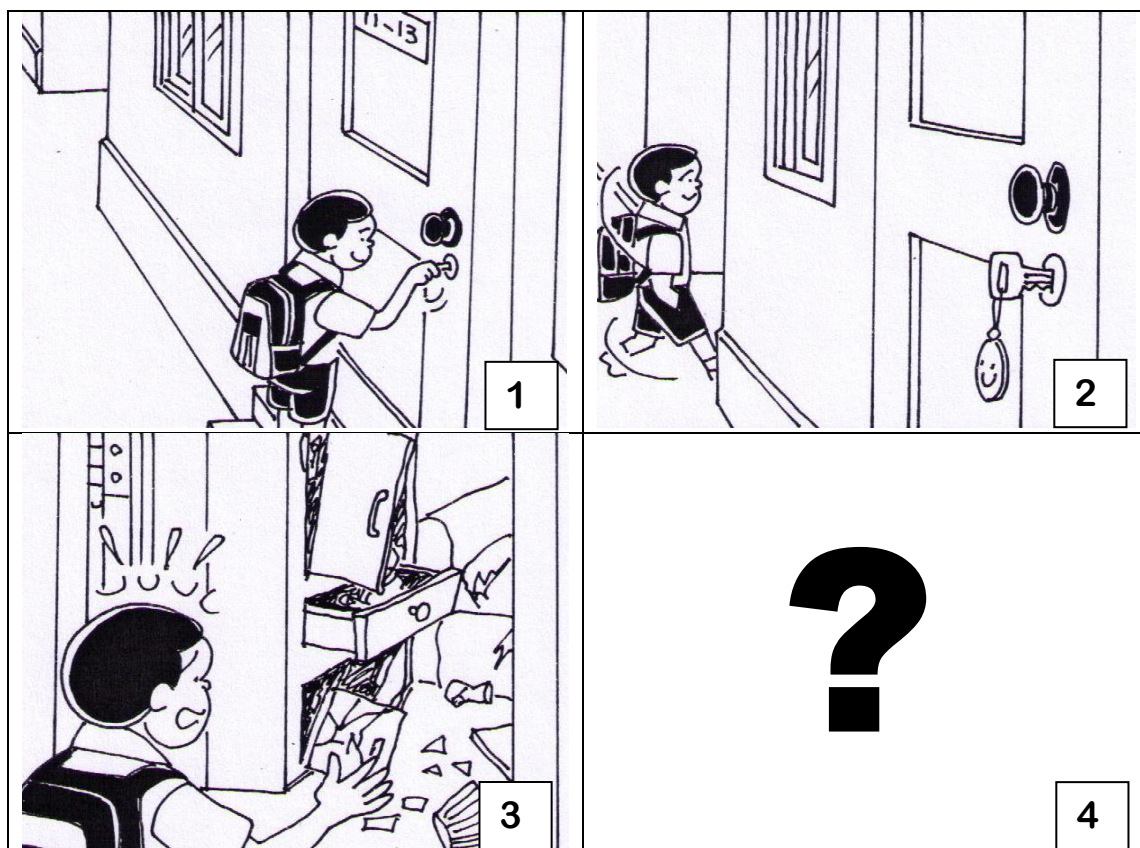
<b>SCI-FI SERIES</b>	
Flsahback Four	Dan, Gutman
D.A.T.A	Hada Hopper
Story Thieves	James Riley
Star Wars: Jedi Academy	Emma, Grange
Danger Dan and Gadget Girl	Tan, Lesley-Anne
<b>SERIES BOOKS</b>	
Magic Tree House	Mary Pope, Osborne
Diary of a Wimpy Kid	Jeff, Kinney
Lucky Stars	Phoebe Bright
The Voyages of Doctor Dolittle	Olmstead, Kathleen
Dork Diaries	Rachael Renee Russell
Geronimo Stilton	Geronimo Stilton
Thea Stilton	Thea Stilton
Captain Underpants	Dav Pilkey
Danger Dan	Lesley-Anne & Monica Lim
My Weirder School	Dan Gutman
Dog Man	Dav Pilkey
Bad Guys	Blabey, Aaron
Beyblade Burst	Morita, Hiro
Most Valuable Players (MVP)	David A Kelly
Dog Diaries	Kate Klimo
Elly Bellie	Eliza Teoh
Sam Wu	Katie Tsang
Horrid Henry	Simon Francesca
Aleca Zamm	Ginger Rue
Magic Faraway Tree	Enid Blyton
<b>LOCAL WRITERS</b>	
Famous Diaries of Amos Lee	Adeline Foo
Whoopie Lee: Almost Famous	Adeline Foo
The Awesome MRT Diaries	Adeline Foo
The Rock and The Bird	Chew Chia Shao Wei
The Island In the Caldera	Lin Xueling
Mount Emily	Low Ying Ping
<b>NON-FICTION SERIES</b>	
100 Facts	Miles Kelly
BBC Earth: Do You Know? Level 3	(various authors)
BBC Earth: Do You Know? Level 4	(various authors)
How Its Made	Sue Barraclough



Making A Difference	Sue Barraclough
National Geography Kids Level 2	(various authors)
National Geography Kids Level 3	(various authors)
National Geography: Explore My World	(various authors)
I Wonder Why...	(various authors)
Who Would Win?	Jerry Pallotta
<b>MAGAZINES</b>	
Ask	
Adventure Max	
Discovery Box	
Story Box	
Science Connect	
Science Adventures	
Smart Mathematicians	
Math Start	
Young Scientists	

Appendix 3 – Sample Question for Continuous Writing

Write a story of at least 100 words based on the pictures below. You may make use of the words and phrases in the box. You are encouraged to include other relevant points to make your composition interesting.



### Appendix 4 – Composition Checklist

Name: \_\_\_\_\_ (     )     Class: P3 \_\_\_\_\_     Mark: \_\_\_\_\_/20

**Note:** Put a tick '✓' where applicable

<b>Content</b>	
Fully relevant ideas, interesting and thoroughly developed	
Relevant ideas, interesting and sufficiently developed	
Generally relevant ideas, of some interest and slightly developed	
Some relevant ideas, mundane and mostly undeveloped	
Ideas largely irrelevant, vague and confusing	

<b>Language and Organisation</b>	
<ul style="list-style-type: none"> <li>• Hardly any errors in grammar / expression / spelling / punctuation</li> <li>• Good and appropriate vocabulary</li> <li>• Very good sequencing, paragraphing and linking of ideas</li> </ul>	
<ul style="list-style-type: none"> <li>• Largely accurate with a few errors in grammar / spelling / punctuation</li> <li>• Adequate use of appropriate vocabulary</li> <li>• Good sequencing, paragraphing and linking of ideas</li> </ul>	
<ul style="list-style-type: none"> <li>• Some errors in grammar / spelling / punctuation</li> <li>• Use of mundane words and sometimes inappropriate vocabulary</li> <li>• Fairly good sequencing, paragraphing and linking of ideas</li> </ul>	
<ul style="list-style-type: none"> <li>• Numerous errors in grammar / spelling / punctuation</li> <li>• Limited vocabulary</li> <li>• Poor sequencing, paragraphing and linking of ideas</li> </ul>	
<ul style="list-style-type: none"> <li>• Full of errors in grammar / spelling / punctuation</li> <li>• Very limited vocabulary</li> <li>• Very poor sequencing, paragraphing and linking of ideas</li> </ul>	

<b>Teacher's signature / Date</b>	
<b>Parent's signature / Date</b>	

**Appendix 5 – Comprehension Sample Questions**

- **Selected response**

Example 1

Which word has the same meaning as ‘friendly’? Circle either (A) or (B).

I have made more friends because I am now more sociable and confident.

**(A)                      (B)**

Example 2

Read each statement and tick ✓ “True” or “False”. Refer to paragraph 2 to help you. The first example has been done for you.

	<b>Statement</b>	<b>True</b>	<b>False</b>
<b>Example</b>	Mary leads a healthy lifestyle.	✓	
Question no.	Mary chooses her food wisely.		

Example 3

By helping the elderly, Mary learns \_\_\_\_\_ .

- to be kind
- to reflect
- to take care of herself

- **Open-ended items**

Example 1

Name one activity Mary likes to do during her free time.

\_\_\_\_\_

Example 2

What two things does Mary tell her sister to do?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

- **Sequencing items**

Example 1

Write **1**, **2** and **3** in the blanks below to show what Mary did first, next and last in paragraph 4.

\_\_\_\_\_ Mary thanked the sales assistant.

\_\_\_\_\_ The sales assistant helped Mary to choose a gift.

\_\_\_\_\_ Mary entered the gift shop.

**Appendix 6 – Sample Passage for Reading Aloud**

“Father, can we go to the Dragon Boat Festival at Singapore River?” asked Sam.

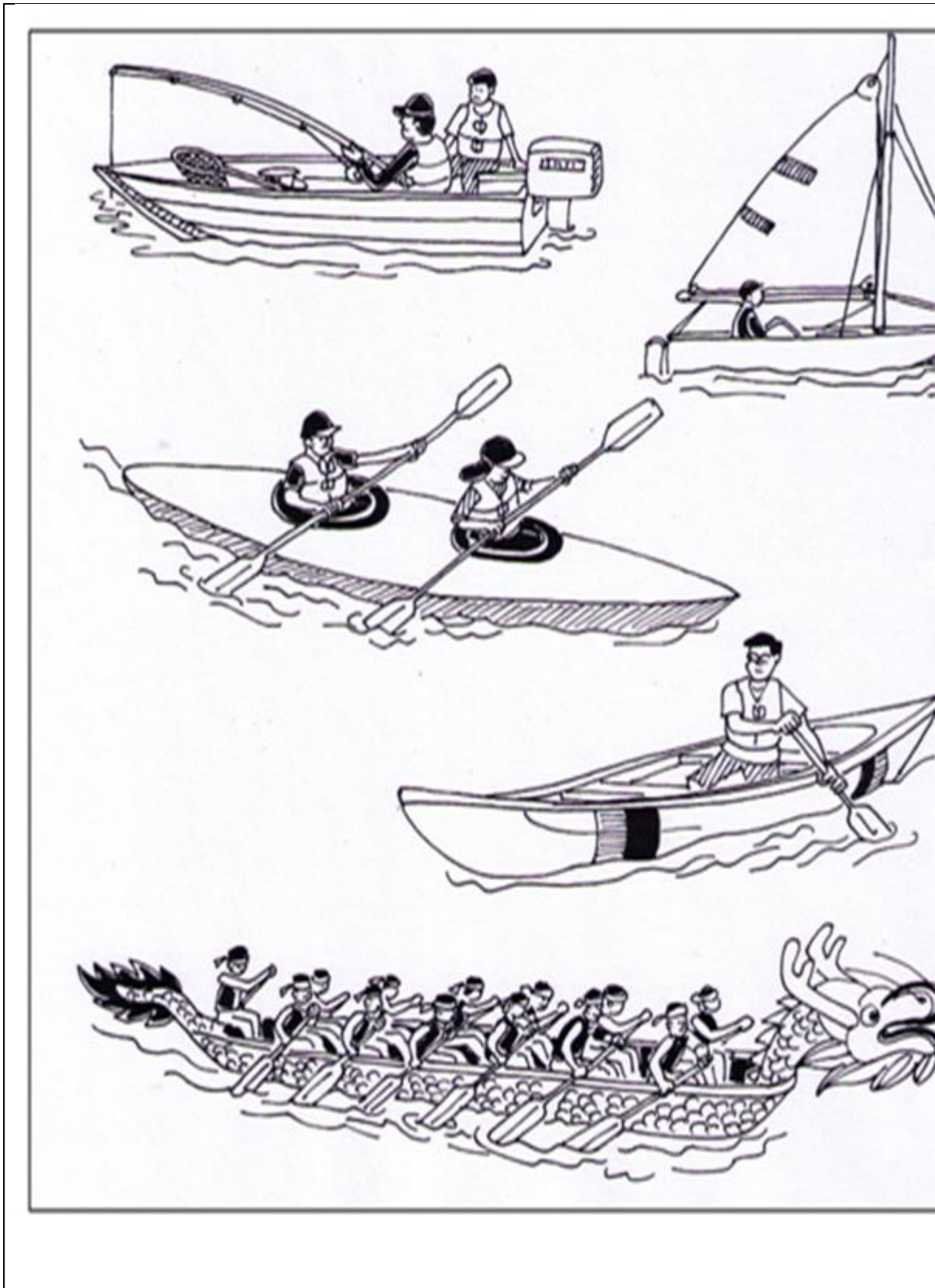
“Tell me first, what you know about this Chinese festival,” his father replied.

“Long ago in China, there was a great and honest poet. Upset by the acts of dishonesty within his government, he threw himself into the river as a sacrifice for his country. In their efforts to rescue him, the fishermen beat their oars on the water to drive away the man-eating fish,” explained Sam.

“Yes,” his father added. “The beating of the oars on the water is symbolised by the rowing action of the boatmen in the Dragon Boat Race. I am proud you know Chinese legends. They are part of our culture. We will show our support by cheering as the beautifully decorated boats race towards the finishing line.”

Father and son enjoyed themselves at the Dragon Boat Festival.

Appendix 7 – Sample Question for Stimulus-Based Conversation



### Prompts for Stimulus-Based Conversation

- (a) Look at the picture. It shows different kinds of boats at sea.
- Do you think that people who take boat rides should first learn to swim? Why?
  - Can you swim?
    - If Yes, when did you learn and who taught you?
    - If No, do you think it is important to learn to swim? Why?
- (b) Have you been on a boat?
- If Yes, tell me about that boat ride.
  - If No, are you afraid of going out into the open sea? Tell me why.
- (c) If you had to go to a faraway country, how would you prefer to travel, by ship or by plane? Why?

### Appendix 8 – Oral Checklist

Name: \_\_\_\_\_ (    )      Class: P3 \_\_\_\_\_      Mark: \_\_\_\_\_/16

**Note:** Put a tick '✓' where applicable

<b>Reading Aloud</b>	
Clear and consistently good pronunciation; fluent expressive reading; appropriate stress and intonation	
Generally clear pronunciation with a few errors; generally fluent reading with some hesitations; appropriate stress and intonation most of the time	
Clear pronunciation sometimes; slow and hesitant reading, many words skipped or unread; inappropriate stress and intonation	
Mispronunciation or skipping of most words; very slow and jerky delivery, almost word-by-word; inappropriate stress and intonation	

<b>Stimulus-based Conversation</b>	
Gives personal responses which are developed; expresses clearly and confidently, uses appropriate vocabulary and structures, correct pronunciation; interacts well	
Gives personal responses with some development; expresses generally clearly, uses largely appropriate vocabulary and structures, mostly correct pronunciation; interacts fairly well	
Gives personal responses with little development; expresses unclearly at times, tries to use appropriate vocabulary and structures, fairly correct pronunciation; interacts reasonably well	
Gives a few personal responses with hardly any development; expresses with hesitations, inappropriate vocabulary and structures, poor pronunciation; interacts when there is much encouragement	
Gives almost no coherent response; often gives single word responses with long and awkward pauses, pronunciation that affects understanding; unable to interact even with encouragement	

Teacher's signature / Date	
Parent's signature / Date	