STELLAR: Strategies for English Language Learning and Reading

English Language Curriculum for Primary Schools in Singapore
Agenda

- STELLAR’s Vision
- STELLAR’s 3 approaches
- STELLAR & School-based curriculum (SBC)
STELLAR’s Vision

Children who:

- love reading
- have a strong foundation in the English Language
STELLAR’s 1st Approach – Shared Book Approach (SBA)

Where Bedtime Reading comes to school!
Shared Book Approach (SBA)

SBA 1:
1. Pupils read a total of 20 big books in a non-threatening environment
2. Big books cover a variety of genres – fiction & non-fiction texts
Shared Book Approach (SBA)

SBA 2:
1. Explicit teaching of grammar & vocabulary items using the context of the big books
STELLAR’s 2nd Approach – Modified Language Experience Approach (MLEA)

Experience it!
Write about it!
Modified Language Experience Approach (MLEA)

MLEA 1:
1. Pupils are involved in hands-on activities
2. Teacher leads a discussion on what the pupils had experienced
3. Discussion is recorded as Class Story (CS)
Modified Language Experience Approach (MLEA)

MLEA 2:
1. In small groups, pupils write a parallel story or they provided an alternative ending to the story
Modified Language Experience Approach (MLEA)

MLEA 3:
1. Individual writing stage
2. Pupils write their own story about the experience using some of the ideas and vocabulary culled from the CS and group writing
STELLAR’s 3rd Approach – Learning Centres (LCs)

Own your Learning!
Learning Centres (LCs)

- 3 broad types of LCs
  1. Reading centre
  2. Listening centre
  3. Word Study centre
  - Grammar and vocabulary activities are conducted
- Independent learning at the pupil’s own pace
Flow of a STELLAR lesson

1. Shared Reading Experiences (SBA)
   - Children read storybook with the teacher and engage in oral discussions with teacher and peers

2. Shared Writing Experiences (MLEA)
   - The teacher models writing using children’s language. Children engage in writing together and independently

3. Language Use Activities in Learning Centres (LC)
   - The teacher prepares mini lessons based on specific needs of children to prepare them for reading & writing activities; e.g. grammar, vocabulary, word recognition, decoding skills, spelling
STELLAR & School-based curriculum (SBC)

- Adopt the same guiding principle
- Explicitly teach the 4 macro language skills of reading, speaking, listening & writing
- Language teaching is done using meaningful contexts
- Provide opportunities for pupils to use the language acquired in authentic contexts
I can Read & I choose to Read

- Equip pupils with the ability to read & the desire to want to read
- Reading is the KEY to unlocking the world of knowledge & information
  - National Geographic magazine (NGX)
  - Extensive Reading programme:
    1. Class library
    2. Reading Activities Card (leads to a Reading badge)
    3. *Reading with my family* booklet
Write Right

- From word to sentence to paragraph
- Sentence structure
  - re-arranging of sentences
  - Sentence
- Topic sentence
  - elaboration of the main idea
Listen Well

Expose pupils to good models of English Language

1. Listening Corner with Junction Box - stories, rhymes & poems on cds, audio books & e-books
Tell Me More! (TM²)

- Poetry recitation (alternative assessment)
- I am a Star programme
- Class discussions
experience english / e² @ programme

- e² @ the Zoo & Jacob Ballas
- Use English to complete certain assigned authentic tasks in the real world
Expectations

Pupils are able to:

1. read with understanding
2. listen to beginning, ending sounds & blends
3. recite a poem with good expression & intonation
4. write a connected paragraph of about 5 to 8 sentences
Holistic Assessment (HA)

Speaking:
• Poetry recitation (recite a poem taken from the *Reading with My Family* booklet)
• Hear Me Out! (talk about a given topic or object)

Listening:
• Letter word recognition
• Beginning & ending sounds & blends, rhyming words
• Following instructions
• Picture matching
Holistic Assessment (HA)

Reading:
• Sight words (assessed for accuracy)
• Short passage (assessed for fluency & expression)
• Running record (assessed for accuracy, fluency & expression)

Writing:
• Personal recount (individual work)
• Portfolio (collection of pupil’s work to show their development)
THANK YOU