



ESTABLISHED 1932

XINGNAN PRIMARY SCHOOL

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2022 TERM 4 LEARNING PLAN PRIMARY 1

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Listening and Viewing	• Listening and viewing attentively for a sustained period.	STELLAR small books
		• Listening and viewing for understanding by tapping on prior knowledge and contextual clues.	
		• Listening, viewing and responding to texts for enjoyment and understanding.	
2.	Reading and Viewing	• Developing close reading by using prior knowledge, contextual cues and comprehension skills.	Unit 12: The Lazy Duck Unit 13: The King's Cake Unit 14: The Broken Bangle
		• Responding and making personal connections with the texts read.	
3.	Speaking and Representing	• Developing clear and accurate pronunciation.	Class library books Extensive Reading books STELLAR Workbook XNPS Spelling Kit
		• Participating respectfully in discussion by listening empathetically.	
		• Speaking confidently and coherently.	
		• Monitoring self and others to correct mispronounced words and to use appropriate prosodic features.	

A SELF-DIRECTED LEARNER, A GRACIOUS CITIZEN





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S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
4.	Writing and Representing	<ul style="list-style-type: none"> Developing a positive disposition towards writing and representing. 	STELLAR workbook Unit 12: The Lazy Duck Unit 13: The King's Cake Unit 14: The Broken Bangle Modified Learning Experience Approach (MLEA) XNPS Spelling Kit
		<ul style="list-style-type: none"> Developing ideas for personal experience, both collaboratively and individually. 	
		<ul style="list-style-type: none"> Developing, organising and expressing ideas by describing a personal experience. 	
		<ul style="list-style-type: none"> Using an appropriate tone in writing different personal experiences. 	
		<ul style="list-style-type: none"> Developing, expressing and revising ideas in writing collaboratively. 	
5.	Grammar	<ul style="list-style-type: none"> Identifying the use of appropriate conjunction to join words and phrases together. 	STELLAR workbook Unit 12: The Lazy Duck Unit 13: The King's Cake Unit 14: The Broken Bangle
		<ul style="list-style-type: none"> Identifying base form and past tense forms of verbs. 	
		<ul style="list-style-type: none"> Using prepositions to indicate where or when things happen. 	
		<ul style="list-style-type: none"> Using different conjunctions appropriately. 	
		<ul style="list-style-type: none"> Identifying and expanding noun phrases using adjectives. 	

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6.	Vocabulary	<ul style="list-style-type: none"> Developing a positive disposition to learn new vocabulary items. 	
		<ul style="list-style-type: none"> Inferring how facial expressions and body language help in understanding of the given text. 	
		<ul style="list-style-type: none"> Inferring the meaning of words using contextual cues. 	

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HOLISTIC DEVELOPMENT PROFILE (HDP) TERM 4

The Holistic Development Profile provides information on levels of skills acquired by students for the various subjects. The focus for each semester will vary as pupils' progress and develop age appropriately. For Term 4, the focus for assessment for English Language acquisition is on reading and writing.

QUALITATIVE DESCRIPTORS

Learning Outcomes	Beginning	Advancing	Deepening	Mastering
1. Retell Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).	Pupil is able to identify the characters and the setting with some prompting.	Pupil is able to identify the characters and the setting without prompting.	Pupil is able to retell the text with some details.	Pupil is able to retell the text accurately with greater details.
2. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.	Pupil is able to grip the pencil using the correct writing posture and hand grip.	Pupil is able to form the letters correctly.	Pupil is able to form the letters correctly with appropriate spacing between letters, words and sentences.	Pupil is able to write with appropriate spacing between letters, words and sentences. The letter sizing is consistent for both uppercase and lowercase letters.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.	Pupil is able to write words related to the event.	Pupil is able to write one sentence to recount an event independently.	Pupil is able to write up to three sentences to recount an event in chronological order.	Pupil is able to write more than three sentences to recount an event in chronological order with elaboration.

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