



XINGNAN PRIMARY SCHOOL

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2022 TERM 4 LEARNING PLAN PRIMARY 2

ENGLISH LANGUAGE

S/N	Topic(s)/ Skill(s)	Learning Outcomes	Reference Materials
1.	Listening and Viewing	• Listening and viewing attentively.	<u>STELLAR small books</u> Unit 12: Willy and Hugh Unit 13: Postcards to David Unit 14: The Bicycle Race Class library books Extensive Reading books STELLAR Workbook XNPS Spelling Kit
		• Working in a respectful manner with others in a group setting.	
		• Listening and viewing actively to make inferences and interpret texts.	
		• Forming questions at the literal level of the text.	
		• Recognising intonation, volume and stress to contribute to the meaning when reading or speaking.	
		• Developing phonemic awareness through blending, segmentation, deletion and substitution.	
2.	Reading and Viewing	• Drawing on prior knowledge and contextual clues to facilitate comprehension of text.	
		• Making text-to-self connections by linking personal experiences to the ideas represented in the text.	

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		<ul style="list-style-type: none"> Identifying and analysing ideas presented in the different semiotic modes to demonstrate understanding of the themes, characters, setting and plot in literary texts. Making predictions about what might be presented next in the text and refining predictions as the text is read and/or viewed. Analysing organisational patterns in a text for flow of ideas. Matching sounds to their corresponding letters/letter patterns. Recognising and reading with accuracy and fluency. Developing awareness of (stressed and unstressed) syllables. 	
3.	Speaking and Representing	<ul style="list-style-type: none"> Participating respectfully in discussion by upholding agreed-upon rules of exchange. Speaking and representing clearly and appropriately when stating opinions and thoughts. Generating ideas and details appropriate to purpose, audience, context and culture. 	

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		<ul style="list-style-type: none"> Developing and using clear and accurate pronunciation. 	
4.	Writing and Representing	<ul style="list-style-type: none"> Stimulating imagination and generating ideas appropriate to the writing task by asking different types of questions about the topic and context. Entertaining the reader, representing experiences of the world by describing characters with elaboration, and using appropriate language features. Recounting incidents involving personal experience. Using appropriate connectors, pronouns, repetition of vocabulary or grammatical structures in a paragraph. Matching sound to letter(s) using phonic elements. Applying spelling rules and conventions consistently. 	STELLAR workbook Unit 12: Willy and Hugh Unit 13: Postcards to David Unit 14: The Bicycle Race Modified Learning Experience Approach (MLEA) XNPS Spelling Kit
5.	Grammar	<ul style="list-style-type: none"> Using personal and reflexive pronouns. Using different types of adverbs to tell us about verbs, time and to ask questions. 	STELLAR workbook Unit 12: Willy and Hugh Unit 13: Postcards to David

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6.		• Using verbs/verb phrases with different time/tense.	Unit 14: The Bicycle Race
		• Using prepositions to convey a variety of meanings.	
		• Constructing compound and complex sentences.	
		• Constructing sentences using conjunctions.	
	Vocabulary	• Deducing the meaning of words from how they relate to one another.	
		• Developing rich vocabulary through inferring meaning of words using contextual clues and sorting of words into categories.	
		• Developing rich vocabulary through sorting words (to do with the weather and time) into categories	

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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 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall the sequence of main events.	Pupil is able to predict the STELLAR texts using prior knowledge and notice key ideas or pictorial clues.	Pupil is able to predict the STELLAR texts using prior knowledge, notice key ideas or pictorial clues to build on his or her own understanding and retell some details of the text.	Pupil is able to make connections to personal experiences, notice key ideas or pictorial clues to build on his or her own understanding and retell the text with the correct sequence and events.	Pupil is able to make connections to personal experiences, books and texts, notice key ideas or pictorial clues to build on his or her own understanding and make inferences and retell the story accurately with greater details.
2. Apply basic spelling strategies using knowledge about phonic elements and spelling rules.	Pupil is able to spell monosyllabic words and some high frequency words.	Pupil is able to spell monosyllabic words and most high frequency words.	Pupil is able to spell regular words using phonemic awareness.	Pupil is able to spell regular and irregular words using phonemic awareness and spelling rules respectively.

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Learning Outcomes	Beginning	Advancing	Deepening	Mastering
3. Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.	Pupil is able to write phrases to recount his or her stories.	Pupil is able to write sentences to recount his or her stories.	Pupil is able to write in paragraphs to recount his or her stories in sequence.	Pupil is able to write in paragraphs to recount his or her stories in sequence with greater details.

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