



# **AN OVERVIEW OF THE ENGLISH PROGRAMME @ P2**

## OVERVIEW OF P2 EL PROGRAMMES

### Academic Focus

- Phonics / group discussions / LC book (Listening Skills)
- Class / group presentations / reading aloud (Oral Skills)
- Stellar 2.0 SBA / Library period with activities (Listening / Reading / Speaking Skills)
- ELLE – Journaling using IBL/ TR / Composition (Writing Skills)
- Teaching of Grammar / Vocabulary / Reading Comprehension (Language Skills)

### Extensive Reading Programme

- Moo-O – Online Reading & video recording software aligned to STELLAR 2.0 stories.
- Story Time Magazines / Extensive Readers
- Literature text: Dolphin Boy by Michael Morpurgo

# LiFE (Literature For Everyone) Programme

## P2: Dolphin Boy by Michael Morpurgo

### Why Literature for Everyone?

- “Stories make you think and dream; books make you want to ask questions.” – Michael Morpurgo
- This book provides opportunities for pupils to have discussions using Thinking Routines
- Language & vocabulary development
- Promotes in-depth reading of the text / plot development
- Discuss development of characters that reflect behavioural changes, growth and development.
- Above all, the story promotes strong values inculcation / critical thinking via IBL-TR

# Thinking Routines

## Unit 1 Chicken Rice


See Think Wonder on the cover of the story.

Look at the cover of the story.


What do you see?

What do you think?

What do you wonder?


 **See:** What do you see on the cover of the book – Chicken rice?

I see the cook cooking chicken rice. I see a cat. I see the cover Chicken rice. I see plates and bowl. I see roasted chicken hanging behind. I see the cook cutting the leg of the chicken. I see the cook cutting the board. I see a dirty napkin used by the cook when he is sweating. → good observation.


 **Think:** What do you think the story is about?

Look at the hanging chicken, why do you think hawkers hang their chicken?

I think the cat wants chicken rice. I think the chicken the cook is chopping will drop and fall into the cat's mouth and he will eat it. I think the cat cleans the leftover for customer. I think after the customers leave the cook will give the cat a lot of chicken. I think the cat is not the cook's cat I think it's a stray cat who wants chicken rice. I think the chicken is heating up.

 **Wonder:** What are some questions you have for the characters of the story?

I wonder if the cat is a girl or boy. I wonder how old is the cook. I wonder why the cook is smiling it's hard to make chicken rice.



Done by: Olivia

# Thinking Routines

## Unit 2 Bad Dreams

See Think Wonder  
about the cover of  
the story

Bad Dreams by Genevieve Tang  
Thinking done by oli, lily, jason brown

Great thinking & effort!

TOTALLY SWEET!

I SEE	I THINK	I WONDER
a boy ✓	the boy is scared ✓	why he has bad ✓
a monster ✓	the boy is hiding under ✓ the blanket ✓	dreams? ✓
the monster chasing the ✓ boy ✓	the boy has bad ✓	what will happen? ✓
a bed ✓	dreams ✓	why he is wearing ✓ stripes on his pj's ✓
a blanket ✓	the monster's horns ✓	if the monster ✓
a pillow ✓	are purple ✓	is hungry or just ✓
pyjamas ✓	the monster has ✓	having fun? ✓
hair ✓	bump on his body ✓	if the boy teleported ✓
stars ✓	the boy upset the ✓	in his dreams? ✓
the boy screaming ✓	monster ✓	why is the monster ✓
a boy running ✓	it is a nightmare ✓	chasing the boy ✓



# Thinking Routines

## Unit 5

### A Butterfly is Born

See Think Wonder



# Thinking Routines




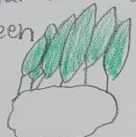

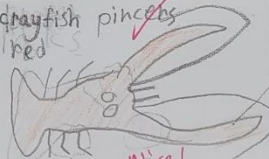
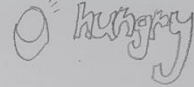
## Unit 6

## Life in a Shell

See Think  
Wonder on a  
live crayfish

Life in a Shell - A Special Creature

Thinking done by: Jason Brown  
your name must be there

I SEE	I THINK	I WONDER
snails yellow and black striped.  <i>very observant!</i>	the water is polluted 	if the crayfish pincers are sharp? 
plants on a rock. 	the crayfish is healthy 	when will the crayfish die?
crayfish pincers red  <i>Nice!</i>	the snails are hungry 	if they have a exoskeleton <i>exoskeleton</i>

Good thinking, Jason!

**GREAT**

STELLAR Unit: Life in a Shell - Developing Creative Thinking

Have a lovely day

# Thinking Routines

## Unit 6 Life in a Shell

See and Think  
Pose Questions  
Done when  
teacher brought  
in the crayfish

### Unit 6 Life in a Shell

Name: Waylen Siau Class: 2R1 Date: 18 April 2022

Look at the item shown. What do you think?



I think it is a turtle.  
I think it is a small snail.  
I think it is a salt water crab.  
I think it is a prawn.  
I think it is a lobster.

Look at the item shown. What do you see?



I see a lobster soaking in the nice warm water. I see that the lobster is freaking out 'cause it sees big googly eyes staring at it. I see a log with seaweed on it. I see whiskers on the lobster.

Look at the item shown. Pose Questions about the item.

Use the 5W 1H and What if question starts

Where did it live before it came here?  
What if the freshwater crayfish mated another crayfish and someone bought the female crayfish? What will happen?  
How long will it live?  
Why do I sometimes see people taking care of blue colour crayfish, aren't they just red?  
What if two crayfish fought together and one dies will the other one eat it?

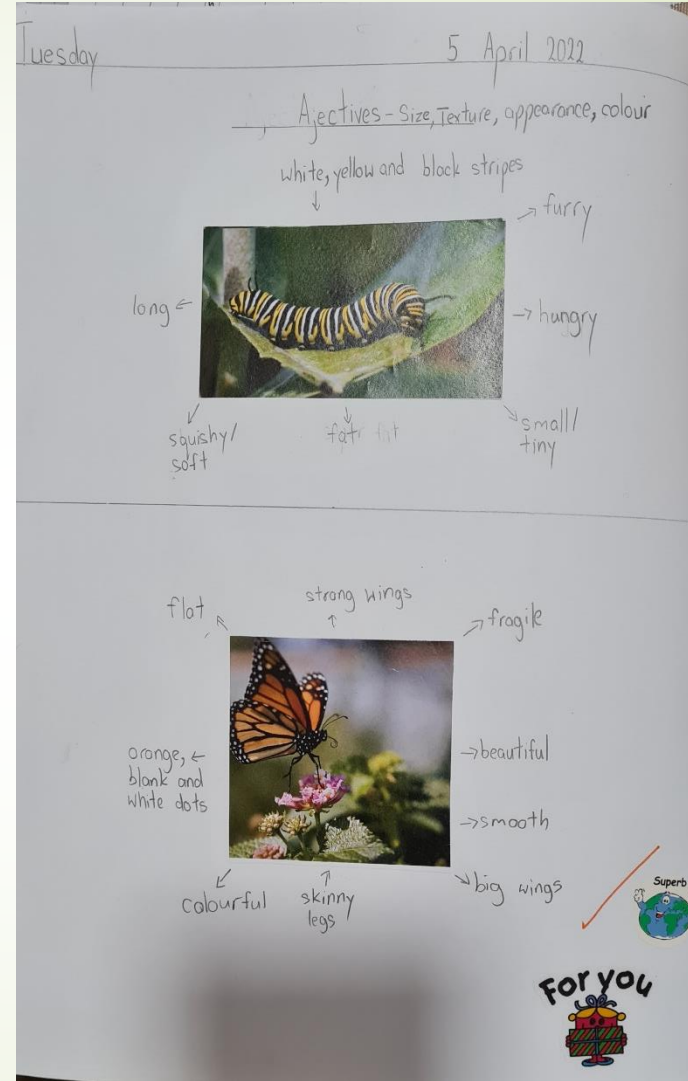
I like  
Your  
questions!





# Adjectives







# Grammar



# Grammar


## Write a Collective Nouns Story

**Collective Nouns Story** by Jodie Tan 2Resilience

<p>There was a choir of singers next door.</p>  <p>1</p>	<p>They sang so nicely that they sounded like a watch of nightingales singing.</p>  <p>2</p>	<p>I wanted to be like them when I grow up but my dream is to be in a band of musicians.</p>  <p>3</p>
<p>I took a sneak peak but they saw me and stared at me like a cast of hawks.</p>  <p>4</p>	<p>I was thinking that they would kick me out but instead they asked me to join and have an assortment of nuts.</p>  <p>5</p>	<p>But in the end they drove me out like a kennel of hounds. I was so scared.</p>  <p>6</p>

1. Look for a list of collective nouns on the iPad  
2. Plan a story using collective nouns  
3. Write a story using the collective nouns you have chosen (Bonus: Make the collective nouns rhyme or your story has a happy ending!)

Such a fantastic story! I enjoyed reading it!  
Keep up the good work!



# Creative Writing

## Unit 3 Mr Gumpy's Outing

Jason Brown

(when I was 2 and a half)

Unit 3: Mr Gumpy's Outing

Extension Activity - Writing

An Outing With My Family

Guiding Questions:

1. Where did your family go?
2. When did you visit this place?
3. Why is it interesting to you?
4. What are some things you saw at this place?
5. What are some things you did at this place?
6. Would you like to visit this place again? Why/why not?



My family went to Thomas Land, I visited Thomas Land in 2017!! It was very interesting because there were so many trains and rides. I saw many different trains, I also took many different rides. I would like to go back but because of the Covid 19 pandemic, my family cannot go all the way to Japan again. I really wish that I can go there again!!!!

It sounds like a fun place!

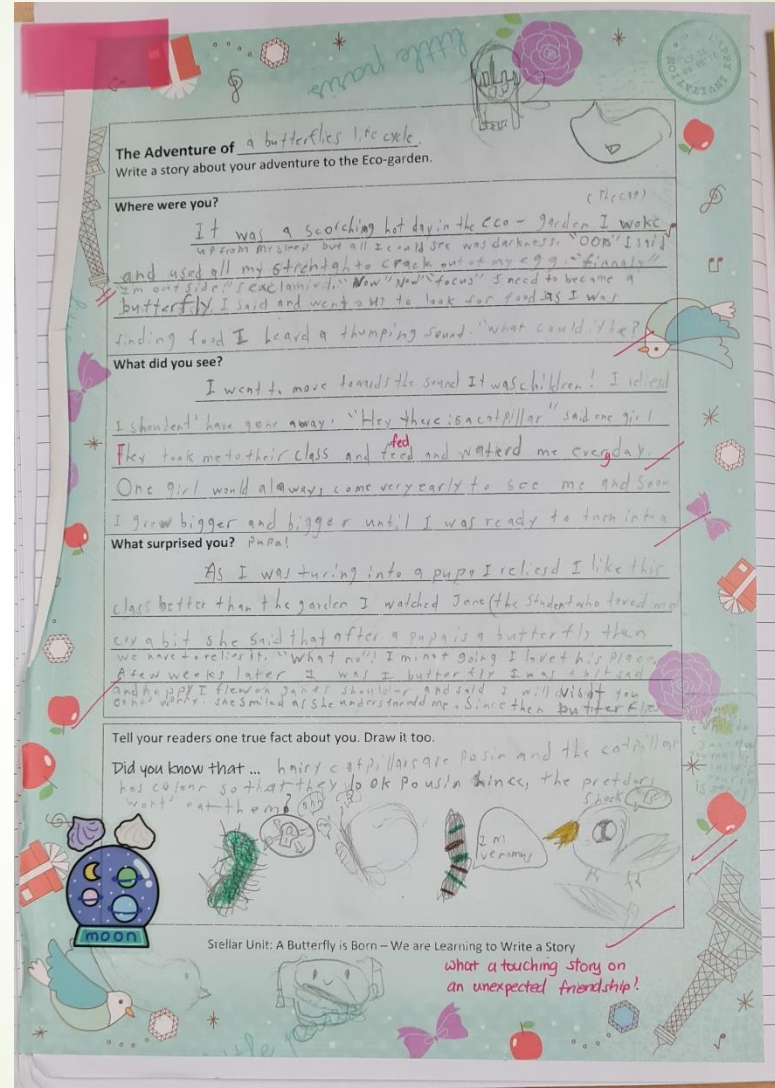
Thank you for sharing.



# Creative Writing

## Unit 5 A Butterfly is Born

Writing a story in  
the perspective of  
a Butterfly





# LEARNING OUTCOMES @ PRIMARY 2

## SEMESTER 1

- **LO1:** Listen attentively and identify relevant information.
- **LO2:** Speak clearly to express their thoughts, feelings and ideas.
- **LO3:** Build on others' ideas in conversations or discussions respectfully.
- **LO4:** Read multi-syllabic words accurately.
- **LO7:** Apply basic spelling strategies using knowledge about phonic elements and spelling rules.






# LEARNING OUTCOMES @ PRIMARY 2

## SEMESTER 2

- **LO3:** Build on others' ideas in the conversations or discussions respectfully.
- **LO5:** Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
- **LO6:** Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.
- **LO7:** Apply basic spelling strategies using knowledge about phonic elements and spelling rules.
- **LO8:** Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.

# RUBRICS TO EXPLAIN THE DEVELOPMENT OF THE PUPIL

Primary Two Semester 1	Scope	Beginning	Developing	Achieving
				
<b>LO1: Listen attentively and identify relevant information.</b>	<ul style="list-style-type: none"> <li>Shared Book Approach</li> </ul>	Pupil listens attentively at times.	Pupils listens attentively most of the time.	Pupil listens attentively at all times.
	<ul style="list-style-type: none"> <li>Ability to identify relevant information (understanding of language)</li> <li>Listening comprehension and oral book</li> <li>Oracy</li> </ul>	Pupil understands and identifies relevant information with some guidance	Pupil understands and identifies relevant information with minimal guidance	Pupil understands and identifies relevant information independently

# How to Support your child?

- ➡ **Emphasise on reading** widely: **story books, poems, magazines and newspaper articles** (age-appropriate)
- ➡ Listen to / Watch **English News; age-appropriate documentaries** such as programmes on recycling, pollution, exercise, healthy eating and healthy lifestyle.
- ➡ **Check** child's work **regularly** : Is the homework completed? How is the quality of the work? Is the handwriting legible?
- ➡ **Create awareness** in children of social concerns (to instil values), by **having conversations** with them on **issues** that impact Singapore and around the world. Talk to them about the impact of (both positive and negative) using mobile phones, video games etc.

