



No Photography or Recording of the Session

Slides will be posted at our school's website.
Thank you for your understanding and cooperation.

P5 Parent Engagement Sharing

Friday, 17 January 2025



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PHOTOGRAPHY AND VIDEOGRAPHY PUBLICATION OF STUDENTS' WORK



- We would like to inform you that photographs/ videos of students/ parents taken at all school events by the official school photographers may be published on the school's official media platforms (e.g. newsletters & school website) and used for briefings, workshops and other educational purposes.
- The school may publish photographs, videos and students' work/ achievements together with the names of the students from time to time.
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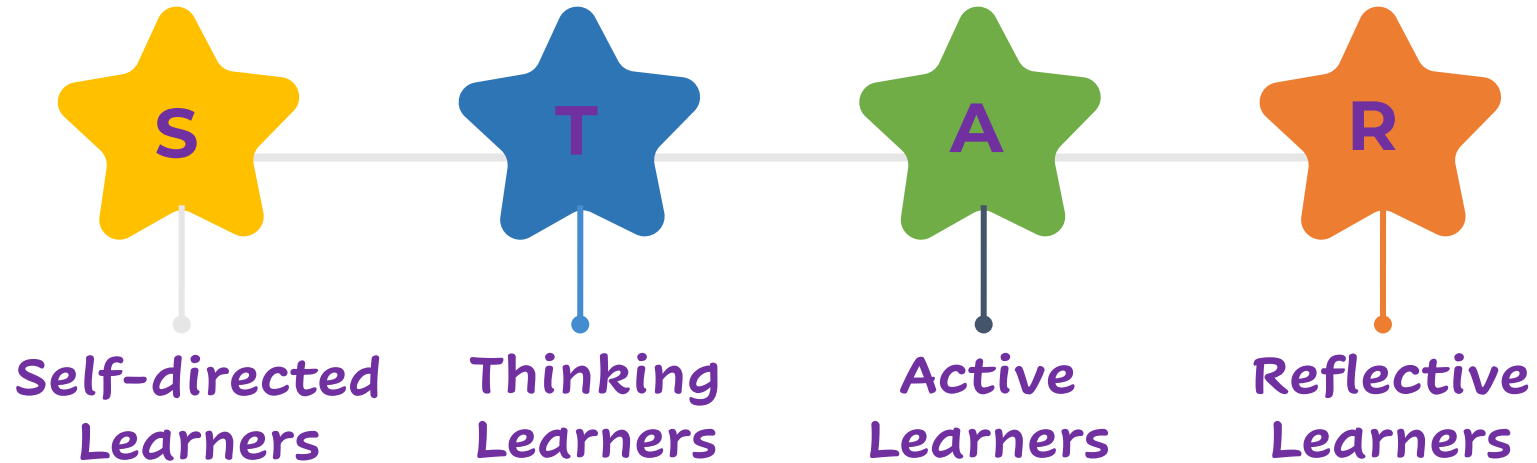


Holistic Approach to Student Development

We care for our students' holistic well-being and develop strong character, minds and bodies in our students through our P.L.I.E.S. Framework.



Towards Nurturing Our Zhangde's S.T.A.R. Learners



Our Learning Dispositions



P5 Matters

- ❑ Term 1 : Remedial lessons, Cohort Learning Journeys, NSG, etc.
- ❑ Term 2 : Weighted Assessment, Overseas Learning Experience, PE Programme (Trekking, Kayaking). etc.
- ❑ Term 3 : NE Show, Coding, etc.
- ❑ Term 4 : Children's Day, End-of-the Exams, Post-Exam Programmes, Celebrating Our 2025 Journey, etc.



Science (SC)



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Outline on Presentation

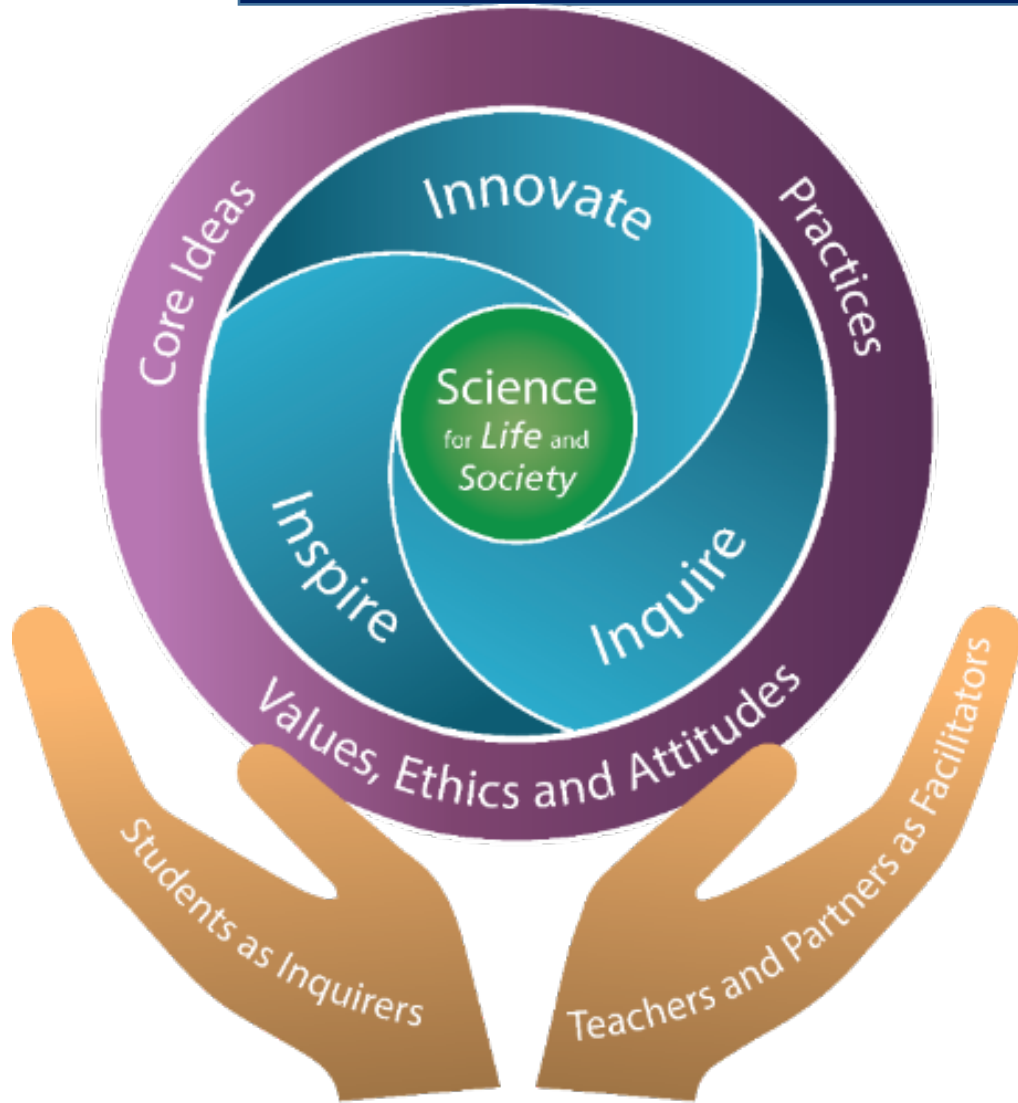
- 2023 Science Syllabus
- Topics covered in P5
- Curriculum Expectations
- Assessment Format in P5 Science
- Assessment Objectives
- Expectations in Science Learning
- Strategies to answer Science questions
- Science Learning and Programmes at P5



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Science Curriculum Framework - 2023



Goals

Science for Life and Society

Vision - 3Ins

Inspire
Inquire
Innovate

Three Domains

Core Ideas
Practices
Values, Ethics and Attitudes

Stakeholders

Students as Inquirers
Teachers & Partners as Facilitators

Topics Covered in P5 Science



Term 1	Term 2	Term 3	Term 4
<u>Chap 1: Reproduction in Animals and Plants</u>	<u>Chap 2: Cycles in Water</u>	<u>Chap 3 Plant Transport System</u>	<u>Chap 5: Electrical Systems</u>
		<u>Chap 4: The Human Respiratory and Circulatory System</u>	<u>Systems Chap 3: Simple Series and Parallel Electric Circuits</u>



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Topics Covered in P5 Foundation Science



Term 1	Term 2	Term 3	Term 4
<u>Chap 1:</u> Reproduction in Animals and Plants	<u>Chap 2:</u> Cycles in Water	<u>Chap 3</u> Plant Transport System	<u>Chap 5:</u> Electrical Systems
		<u>Chap 4:</u> The Human Respiratory and Circulatory System	<u>Systems</u> <u>Chap 3:</u> Simple Series Electric Circuits



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Curriculum Expectations

- Inspiring Science Textbook and Activity Book
- Science Notes will be given.
- Science Sketchbook
- Topical Worksheets
- Mini projects by topics.



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Assessment Structure for P5 Science

- 2 Weighted Assessments
 - Term 2 – Weighted Assessment 1 (15%)
 - Term 3 – Weighted Assessment 2 (15%)
- 1 Examination
 - Term 4 – End of year Examination – (70%)
- Non- Weighted Assessments in Term 1 to 3 (to provide feedback to parents and students on their progress in the learning of Science)

Assessment Format for P5 WA1 & WA2 (Science)



Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	8	2	16	
B	OE (open-ended)	4-7	2-3	14	
Total				30	15% of the overall exam

A maximum of 2 topics will be tested.

Assessment may be in varied modes like using ICT or Practical work.



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Assessment Format for P5 WA1 & WA2 (Foundation Science)

Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	8	2	16	
B	Structured OE (open-ended)	5 - 7	2 - 3	14	
Total				30	15% of the overall exam

A maximum of 2 topics will be tested.

Assessment may be in varied modes like using ICT or Practical work.



Topics covered for Weighted Assessments

Only a maximum of 2 P5 topics taught will be tested.



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Assessment Format for P5 EOY Science Examination



Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	30	2	60	60
B	OE (open-ended)	10-11	2-5	40	40
Total				100	100

Assessment Format for P5 EOY Foundation Science Exam

Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	20	2	40	57.1
B	Short Response and Structured	9 - 11	varies	30	42.9
Total				70	100



Topics covered for Assessments

During EOY Examination,

- selected P3 and P4 topics will be tested
- All P5 topics learned will be tested.



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Science Assessment - Objectives

Science Assessment is categorised into 2 broad expectations

1) Knowledge with Understanding

- Students should be able to demonstrate knowledge and understanding of scientific facts, concepts and principles.

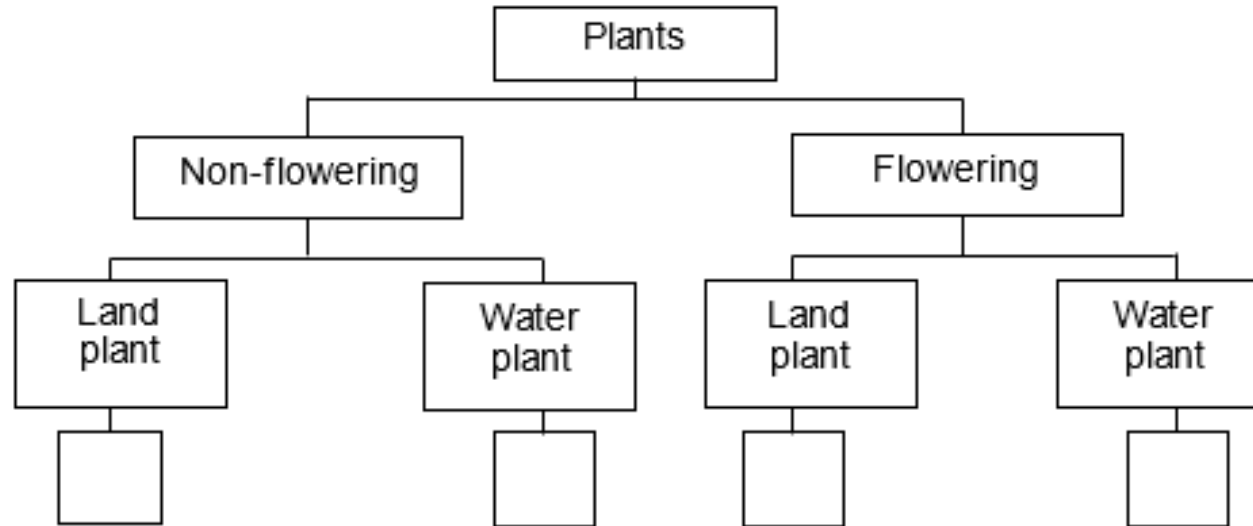
An example



The table below shows the characteristics of two different types of plant, A and B. A tick "✓" indicates that the characteristic is present.

Characteristic	Plant	
	A	B
Reproduces by spores		✓
Grows in water	✓	

Based on the information above, the plants can be classified as shown below.



Write A and B in the correct boxes above.

[2]

Science Assessment - Objectives



Science Assessment is categorised into 2 broad expectations:

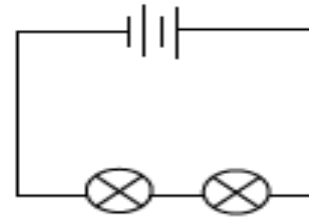
2) Application of Knowledge and Process Skills

Students should be able to:

- ❖ Apply scientific facts, concepts and principles to new situations.
- ❖ Interpret information (including pictorial, tabular and graphical)
- ❖ Investigate using one or a combination of process skills

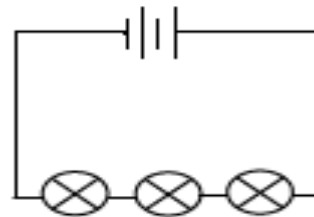
An example

Joyce set up circuit A with bulbs lit as shown below.

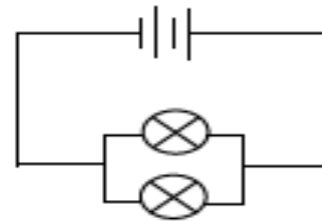


Circuit A

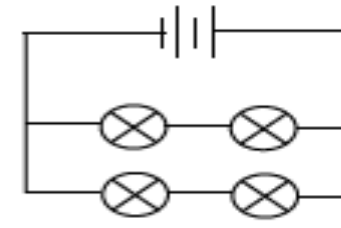
Using identical batteries, bulbs and wires, Joyce set up another three circuits, B, C and D, to compare the brightness of the bulbs in these circuits.



Circuit B



Circuit C



Circuit D

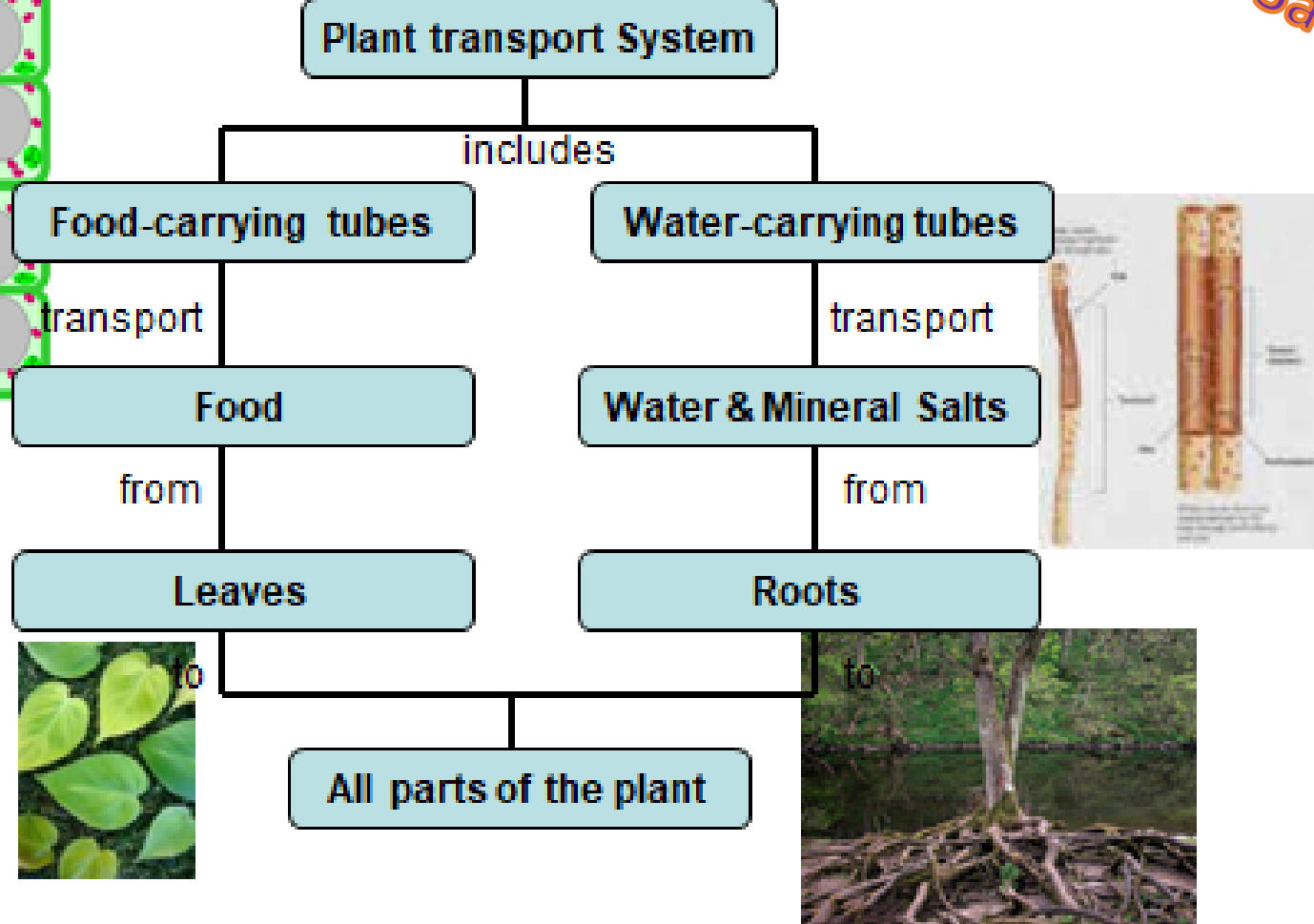
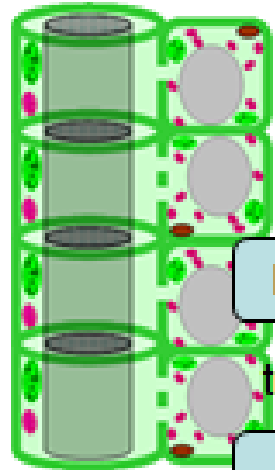
- (c) Which of the above circuit(s) will have the same brightness as those in circuit A? [1]

Expectations in Science Learning



- Students must take all written assignments seriously.
- Science reasoning must be seen.
 - highlighting clues,
 - writing concepts
 - writing short notes (thinking aloud)
- Hence, students must revise these topics on a regular basis.
- A timetable must be planned to study and revisit previous topics taught.
- Concepts must be memorised for each topic. This is vital in answering questions.
Concept maps is a great way to consolidate learning.

Plant Transport System



Sample of a Concept map

Strategies to answer Science questions.

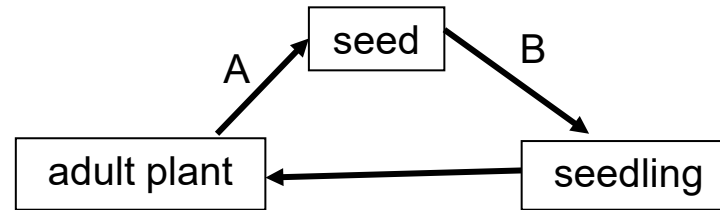
- Students tend to rush through MCQ.

Use the Elimination Technique

- Basically means to look at the options and to use logical reasoning to remove obvious distractors.
- Encourage your child to do working by using ticks (\checkmark) for options that he agrees and (X) for those that he disagree

An example:

Study the diagram below.



Which processes take place at A and B?

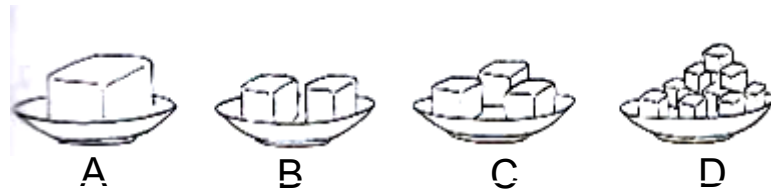
	A		B	
(1)	germination and pollination	X	seed dispersal	X
(2)	pollination and fertilisation	✓	germination	✓
(3)	seed dispersal and germination	X	pollination	X
(4)	germination and seed dispersal	X	germination	✓



Open – ended questions

- Must attempt all questions given in the assignment.
- Questions that begin with 'Name', 'State', 'List' and 'What'
 - often require short answers.
- Questions that begin with 'Explain', 'Why', 'How', 'Describe'
 - often require detailed complete answers.
 - concepts must be clearly written appropriately in the answers.

Look at the diagram below. The same amount of water is frozen into the following ice cubes of different sizes as shown on plates A, B, C and D. The plates are left on a table in the same room.



- (a) After 2 hours, only water is found on all the plates.
What process do you think has taken place?

Melting

- (b) Which plate of ice cubes will change its state the fastest? **Explain** your answer.

Plate D. It has the **largest exposed surface area** in contact with the surrounding air and thus it **gains the most heat/ gains heat faster**.

Learning and Applying Science via mini projects and ICT integration.

Students applying electricity concepts in designing a doll house.



Leveraging on ICT to deepen learning

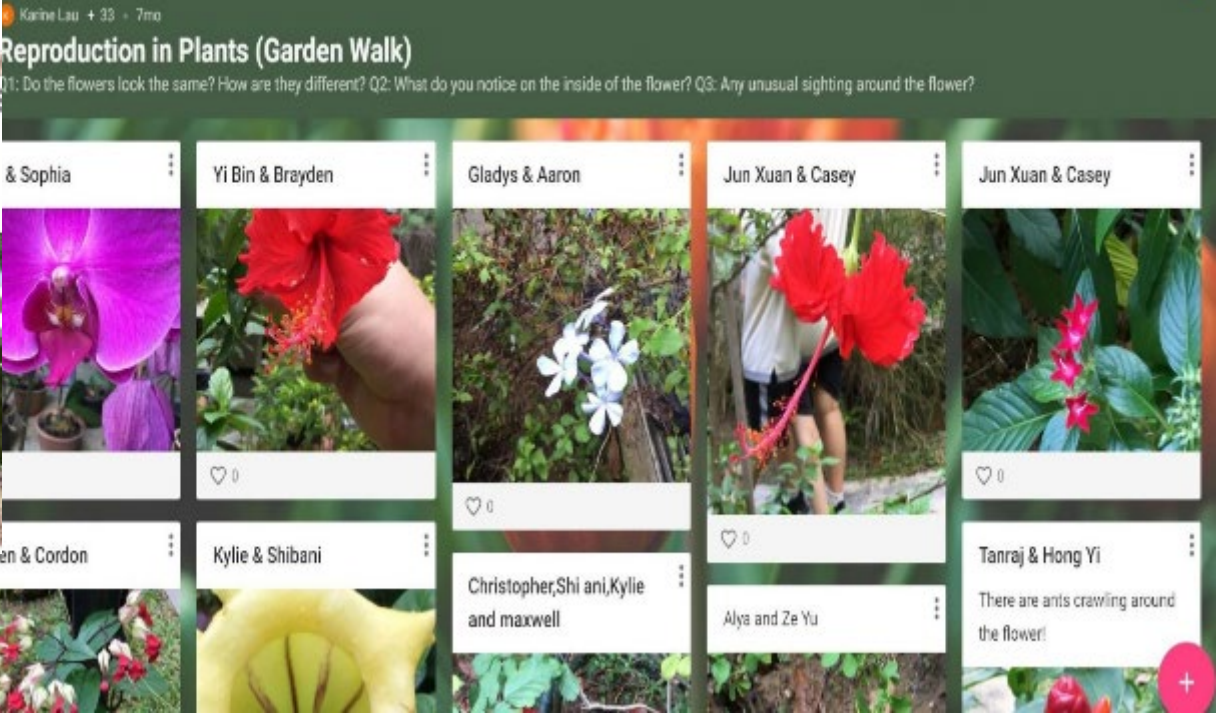
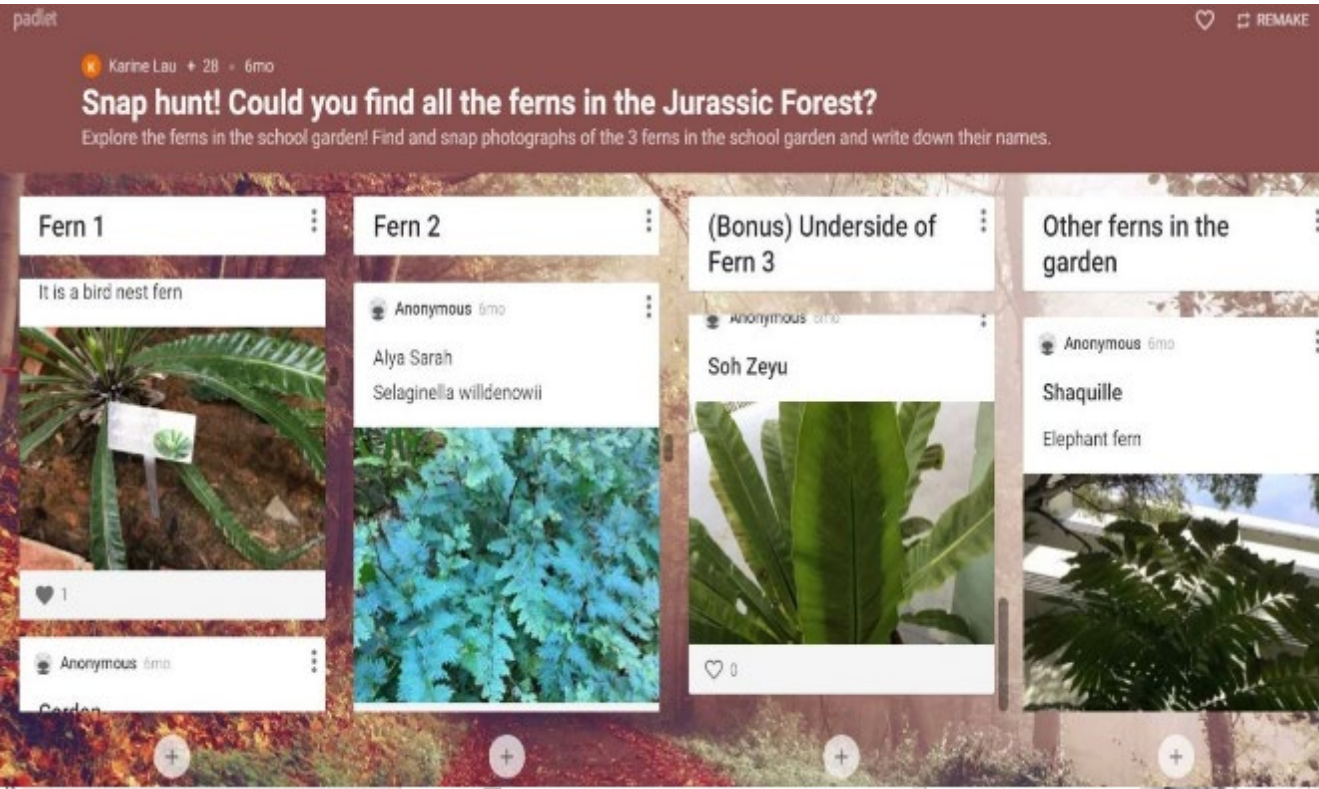


Science Programmes at P5 level



❖ Garden Trails @ Zhangde

Learning about flowering and non-flowering plants and plant reproduction using our gardens.



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Science Programmes at P5 level

❖ Hydroponics @ Zhangde

Students learn how to grow plants in a controlled setting



Science Programmes at P5 level

❖ Hydroponics @ Zhangde

Students bring home the harvest.

- ✓ Parents cook the vegetables.
- ✓ Distribute to the Homes



Project TIGUR



- ❖ A joint collaboration with MTL department
- ❖ Students are involved in making traditional games using recycled materials





Other Science Programmes at P5 level

- ❖ Science Olympiad
(Selected Students with very good Aptitude in Science)
- ❖ E2K Science (selected students)



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Environment Education @ Zhangde

- Zhangde – aims to inculcate a love for the Environment in all our students. We also want our students to care for the Environment.
- Some highlights
 - ❖ Setting up an Environment Corner
 - ❖ Practising recycling Paper and Plastic bottles
 - ❖ Commemorating Environment Day
 - ❖ Project TIGUR – Creating Games using recyclables.
- ❖ We seek our Parents' support in all these initiatives.



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Role of Parents with children



- Connect/Relate Science to the things around us
- Visit different places to **experience & observe** living & non-living things
- e.g. Botanical Gardens, Mount Faber, Science Centre, SEA Aquarium, Hort Park.
- Ensure all written assignments are completed and marked.
- Do get in touch with the Science teachers regularly.

Thank You



English Language

Empathetic Communicator, Creative Inquirer, Discerning Reader



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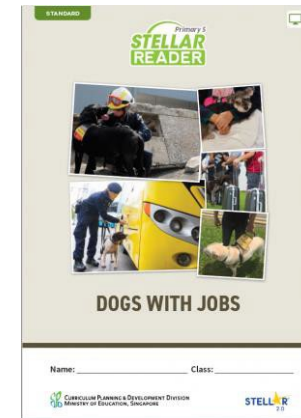
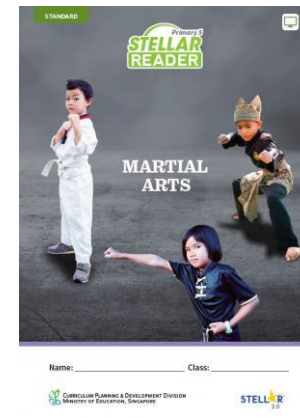
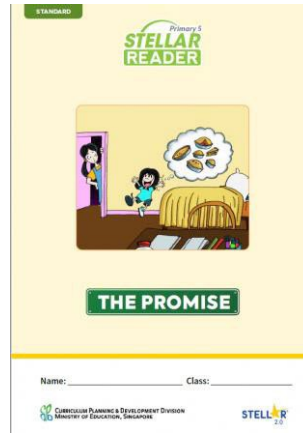
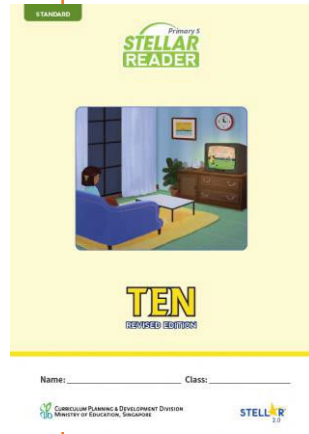


Areas of Language Learning

- Listening and Viewing
- Speaking and Representing
- Reading and Viewing
- Writing and Representing
- Grammar
- Vocabulary

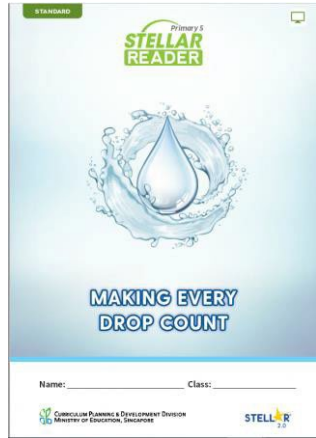
STELLAR[®] 2.0 Readers

P5 EL



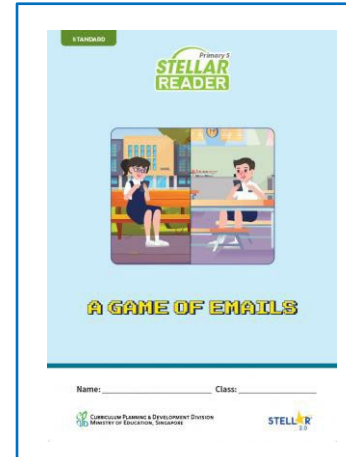
Texts that Entertain

Texts that Describe and Inform (digital texts)

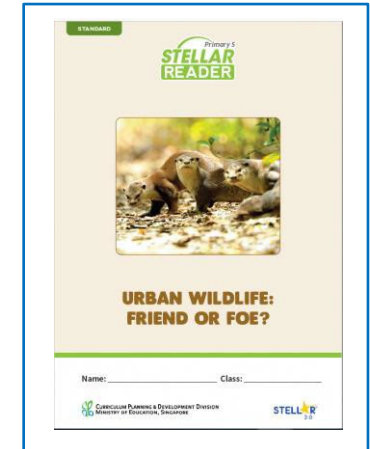


Text that Explains (digital text)

Text that Recounts What Happened



Text that Entertains and Recounts What Happened



Text that Responds/ Argues, Evaluates and/or Persuades



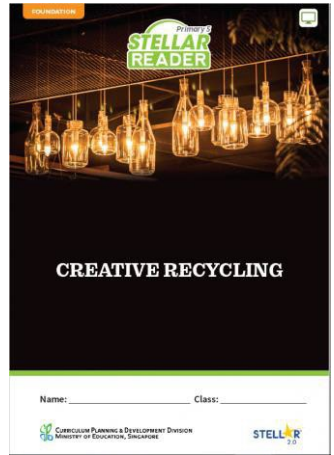
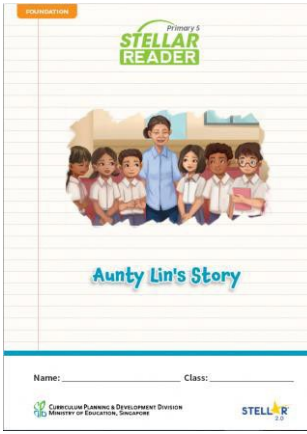
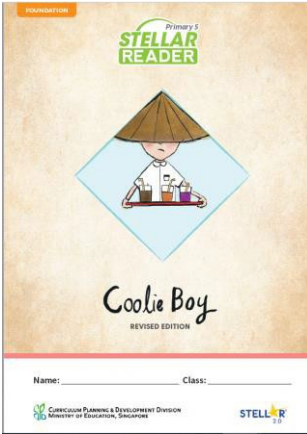
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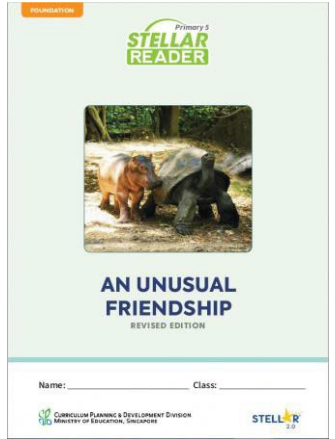
STELLAR 2.0 Readers

P5 FEL

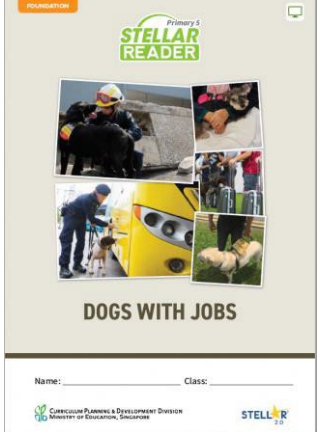
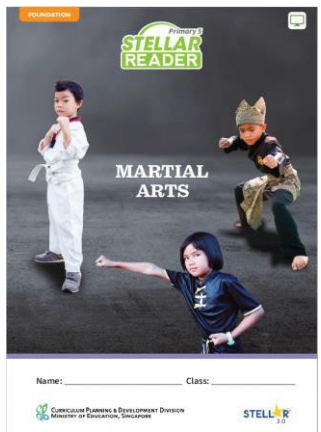


Texts that Entertain

Text that Instructs (digital text)



Texts that Recount What Happened



Texts that Describe and Inform (digital texts)



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STrategies for English Language Learning And Reading (STELLAR^{2.0})



Language Area	Strategy	
Reading & Viewing	<ul style="list-style-type: none"> • Extensive Reading (ER) • Retelling • Supported Reading • Annotation • KWL • Explicit Instruction and Modelling of Reading Comprehension Skills 	<ul style="list-style-type: none"> • Thinking Aloud • Inquiry through Dialogue • Jigsaw
Writing & Representing	<ul style="list-style-type: none"> • Writing Process Cycle • Freewriting 	
Oracy	<ul style="list-style-type: none"> • Exploratory Talk • Presentational Talk 	
Vocabulary	<ul style="list-style-type: none"> • Teaching Vocabulary in Context, Pre-teaching Key Vocabulary 	
Grammar	<ul style="list-style-type: none"> • Explicit Instruction of Grammar <p>(Noticing and Modified Presentation-Practice-Production)</p>	



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P5 English Language Programmes

- Morning Assembly Reading Programme
- EL Language Day (Term 2/3)
- Read @ ZPS
 - ✓ Weekly DEAR (Drop Everything and Read) period
 - ✓ Class Library
 - ✓ Supplementary Readings: Little Red Dot Literature Programme

Assessment Components

- Paper 1: Writing
- Paper 2: Language Use and Comprehension
- Paper 3: Listening Comprehension
- Paper 4: Oral Communication

New PSLE English Language / Foundation English Language Format to be implemented in Y2025.

Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1	Weighted Assessment 2	End-of-year Examination
	Language Use and Comprehension [15%]	Language Use and Comprehension [15%]	Refer to the next slide [70%]



English Language (Std)



2019/2/16

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● 16



PSLE EL Assessment Objectives



Paper 1 (Writing)

- AO1 write effectively to suit purpose, audience and context, using accurate and appropriate vocabulary, grammar, punctuation and spelling
- AO2 generate and select relevant ideas, organising and expressing them in a coherent and cohesive manner

Paper 2 (Language Use and Comprehension)

- AO1 show understanding of a variety of written and multimodal texts at the
- AO2 literal, inferential and evaluative levels use vocabulary, grammar, punctuation and spelling appropriately in context

PSLE EL Assessment Objectives



Paper 3 (Listening Comprehension)

AO1 show understanding of a variety of spoken texts at the literal, inferential and evaluative levels, including the identification of main ideas and details

Paper 4 (Oral Communication)

AO1 read aloud fluently and expressively with clear and accurate pronunciation to suit purpose, audience and context

AO2 express personal opinions, ideas and experiences clearly and appropriately to engage the listener

AO3 speak fluently, with clear pronunciation and grammatical accuracy, using a range of appropriate vocabulary and structures



Progression from Primary 4 to Primary 5 (By components)

Comparing P4 and P5 Std EL Paper 1



P4 Paper 1 (50 min)
Total Marks: 20 marks

Continuous Writing

A given topic with stimulus provided (pictures, helping words and question prompts)

P5 Paper 1 (1h 10min)
Total Marks: 50 marks

Part 1: Situational Writing (14m)

Write a short functional piece (i.e. letter, email, report) to suit the purpose, audience and context of a given situation.

One of the bullet points will require students to offer their own ideas.

Task
Fulfilment:
6m

Lang & Org:
8m

Primary 5 Standard English Language : Situational Writing

Specimen Paper



Your Task

Imagine you are Susan.

Write an article for your school's science magazine to share your experience growing your own papaya plant.

You are to refer to the pictures and information on page 2 for your article. The bullet point underlined below requires you to come up with your own information.

In your writing, include the following key information:

- why you wanted to grow a papaya plant
- how you decided on where to plant the seeds
- how you made sure you remembered to water the plant daily
- other than watering the plant, give two ways how you cared for it
- how long it took for your papaya plant to bear fruit

You may reorder the points. Remember to write in complete sentences.



Paper 1 Writing - Expectations

Situational Writing

- ✓ Purpose, Audience, Context
- ✓ Must be familiar with format (eg. email / letter / report)
- ✓ Language (Formal / Informal)
- ✓ Must ensure all the key information is included

Comparing P4 and P5 Std EL Paper 1



P4 Paper 1 (50 min)
Total Marks: 20 marks

Continuous Writing

A given topic with stimulus provided (pictures, helping words and question prompts)

P5 Paper 1 (1h 10min)
Total Marks: 50 marks (25%)

Part 2: Continuous Writing (36m)

Write a composition of **at least 150 words** in continuous prose **on a given topic**. Three pictures will be provided on the topic offering different angles of interpretation. The composition must be based on at least one of these pictures.

Content:
18m

Lang & Org:
18m

Primary 5 Standard EL : Continuous Writing



Write a composition of at least 150 words about making a choice.

The pictures are provided to help you think about this topic. Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the choice?
- What did you consider when making the choice?

You may use the points in any order and include other relevant points as well.





Paper 1 Writing - Expectations Continuous Writing

- ✓ Ensure that the writing is based on the topic and at least one of the given pictures
- ✓ Develop the content adequately
- ✓ Take note of the guiding questions
- ✓ Jot down good use of vocabulary and phrases in Vocabulary Book
- ✓ Learn to use them in continuous writing

Paper 2: Language Use & Comprehension

Level	Duration	Marks
Pri 4	1h 15min	50 (50%)
Pri 5 Standard	1h 50min	90 (45%)

Paper 2: Language Use & Comprehension (Part 1 / Std EL Booklet A)


Component	P4	P5
Grammar MCQ	8m	10m
Vocabulary MCQ	6m	5m
Vocabulary Cloze MCQ 	-	5m
Visual Text Comprehension 	-	5m

Students should:

- ✓ Highlight contextual clues
- ✓ Annotate questions and comprehension passages while reading

Paper 2: Language Use & Comprehension (Part 2 / Std EL Booklet B)



Component	P4	P5
Grammar Cloze	8m	10m
Editing for Spelling and Grammar 	-	10m
Comprehension Cloze	5m	15m
Synthesis and Transformation	3m (Only Synthesis)	10m
Comprehension OE	20m (2 passages)	20m (1 passage)

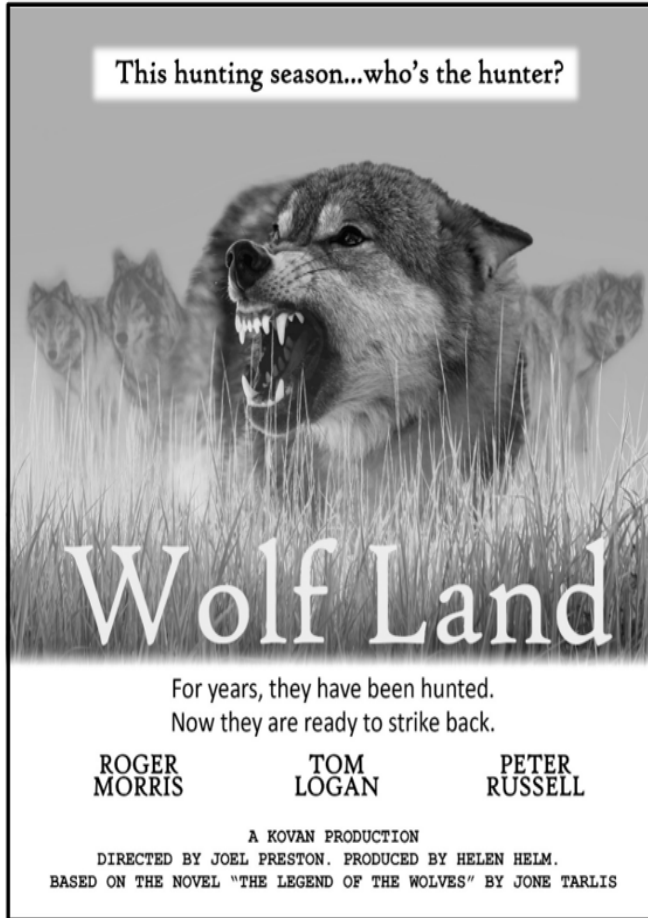
- Students should:
- ✓ Highlight contextual clues
 - ✓ Draw links
 - ✓ Annotate questions and comprehension passages while reading

PSLE EL Paper 2 – Revised Visual Text Comprehension



Text 1

The text below shows a poster for a film.



Text 2

The extract below is taken from a school project on wolves.

Fairy tales usually present wolves as ferocious beasts. Think "Big Bad Wolf" – the wolf is often shown with fangs and a snarl. In reality, wolves may shy away from people. In a study of wolf behaviour, researchers approached a prey animal that some wolves had just caught. They observed the wolves running away instead of staying to fend off the humans.

In another study, wolves have been found to be intelligent animals that live together in a pack. Older wolves pass down knowledge and strategies to younger members. When humans hunt wolves and break up the pack, it upsets this natural learning. Lone surviving wolves behave more unpredictably and kill a greater number of prey animals, such as livestock, than wolves living in stable packs.



- 1 According to the poster in Text 1, which of the following is true of the film?
- (1) Joel Preston acts in it.
 - (2) Helen Helm is the director.
 - (3) The film is inspired by a book.
 - (4) The film features only wolves.
- 2 "This hunting season... who's the hunter?" Why did the writer ask the question in Text 1?
- (1) to spark people's interest in wolves
 - (2) to draw people to want to watch the film
 - (3) to give people a quick glimpse of the film
 - (4) to make people think about the meaning of "hunter"
- 3 Based on the poster in Text 1, which of the following best fits the film you expect to see?
- (1) Thriller
 - (2) Animation
 - (3) Documentary
 - (4) Action-comedy

4 “Now they are ready to strike back.” The picture supports this by giving the impression that the wolves are _____.

- (1) alert and energetic
- (2) angry and disunited
- (3) hungry and frightened
- (4) dangerous and fearsome

5 We cannot trust the way Text 1 portrays wolves because Text 2 says _____.

- (1) [wolves]...live together in a pack
- (2) wolves may shy away from people
- (3) lone surviving wolves behave more unpredictably
- (4) older wolves pass down knowledge...to younger members

Paper 3: Listening Comprehension

P4 LC (20 min)

Total Marks:

14 marks

- Picture Matching
- Note-taking
- Comprehension MCQ

P5 Std EL LC (40 min)

Total Marks: 20 marks (10%)

This paper comprises 20 multiple-choice questions which assess students' ability to comprehend spoken English. The tasks may be based on a variety of types of audio texts, e.g., texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade. Graphic representations will be used for the first seven items. Each text will be read twice. Time will be given for students to read the questions before the first reading of each text.

Students should:

- ✓ Listen actively
- ✓ Take notes
- ✓ Underline keywords in the question

Paper 4: Oral Communication



	P4	P5EL	Total
Reading Aloud Students read aloud a text to suit the purpose, audience and context of a given situation. A preamble stating the PAC will be provided.	6m	15m	40m (20%)
Stimulus-based Conversation Students engage in a conversation with the Examiners on a topic based on a photo stimulus.	10m	25m	

- Reading Aloud and Stimulus-based Conversation components are **delinked** thematically.
- EL and FEL share the **same photo stimulus and first main prompt.**
- Only **3 main prompts.**

Students should:

- ✓ Read widely.
- ✓ Read the newspaper and keep abreast with current issues.
- ✓ Speak confidently using **Standard English**
- ✓ Do not deviate from the topic



It is your turn to present at Show-and-Tell during an English lesson. You have prepared the script below and will now read it aloud to the class.

Good morning, everyone! For Show-and-Tell today, I've brought along two postcards of the Jody River. They are my grandfather's prized possessions because they are possibly a century old!

The first postcard shows a bustling scene of the Jody River. Can you see these boats along the river? Sadly, they don't exist anymore. Now, there are river taxis which tourists can board for a short ride, and during the cruise, they can admire the National Theatre and the newly constructed Arts Centre.

I asked my grandfather what was most memorable to him about the river. He said, "Long ago, my friends and I used to swim in the river. Some naughty boys would even push their friends in fully clothed!"

The second postcard shows a wooden bridge across the river. Do you know it was built entirely by the villagers? It's amazing that it had lasted over two decades before it was demolished.

I've come to the end of my presentation. I hope you've found it interesting. Thank you for your attention!



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The photograph shows a birthday celebration.

Specimen Paper



EL and FEL share the same photo stimulus and first main prompt.



EL

- How do you think the people in the photograph might be feeling? Why?
- Do you like to celebrate birthdays? Why or why not?
- Do you think it is important to have celebrations? Why or why not?

Changes in the PSLE EL Exam Format

	PSLE 2024	PSLE 2025
Paper 1	55 marks (27.5%)	50 marks (25%)
Paper 2	95 marks (47.5%)	90 marks (45%)
Paper 3	20 marks (10%)	20 marks (10%)
Paper 4	30 marks (15%)	40 marks (20%)
Total	200 marks (100%)	200 marks (100%)

- Paper 4 weighting increases from 15% to 20%:
 - To emphasise oracy and communication skills expected of 21st century EL learners in Singapore
- Slight reduction in weighting for Paper 1 (2.5%) and Paper 2 (2.5%)



Foundation English Language



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PSLE FEL Assessment Objectives



Paper 1 (Writing)

- AO1 write to suit purpose, audience and context, using accurate and appropriate vocabulary, grammar, punctuation and spelling.
- AO2 generate and select relevant ideas, organising and expressing them in a coherent and cohesive manner

Paper 2 (Language Use and Comprehension)

- AO1 show understanding of a variety of written and multimodal texts at the literal and inferential levels
- AO2 use vocabulary, grammar, punctuation and spelling appropriately in context



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PSLE EL Assessment Objectives



Paper 3 (Listening Comprehension)

A01 show understanding of a variety of spoken texts at the literal, inferential and evaluative levels, including the identification of main ideas and details

Paper 4 (Oral Communication)

A01 read aloud fluently and expressively with clear and accurate pronunciation to suit purpose, audience and context

A02 express personal opinions, ideas and experiences clearly and appropriately to engage the listener

A03 speak fluently, with clear pronunciation and grammatical accuracy, using a range of appropriate vocabulary and structures



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Comparing P4 and P5 Std EL Paper 1



P4 Paper 1 (50 min)
Total Marks: 20 marks

Continuous Writing

A given topic with stimulus provided (pictures, helping words and question prompts)

P5 Paper 1 (1h 10min)
Total Marks: 25 marks

Part 1: Situational Writing (9m)

Write a short functional piece (i.e. letter, email, report) to suit the purpose, audience and context of a given situation.

Task
Fulfilment:
4m

Lang & Org:
5m

Comparing P4 and P5 Std EL Paper 1



P4 Paper 1 (50 min)
Total Marks: 20 marks

Continuous Writing

A given topic with stimulus provided (pictures, helping words and question prompts)

P5 Paper 1 (1h 10min)
Total Marks: 25 marks

Part 2: Continuous Writing (16m)

write a composition of at least 120 words in continuous prose based on a series of pictures.

Content:
8m

Lang & Org:
8m


1 Study the picture shown below carefully.

Prefects' Meeting

Event: Teacher Appreciation Night

Date: 30 April 2018

Time: 6.00 to 8.30 p.m.



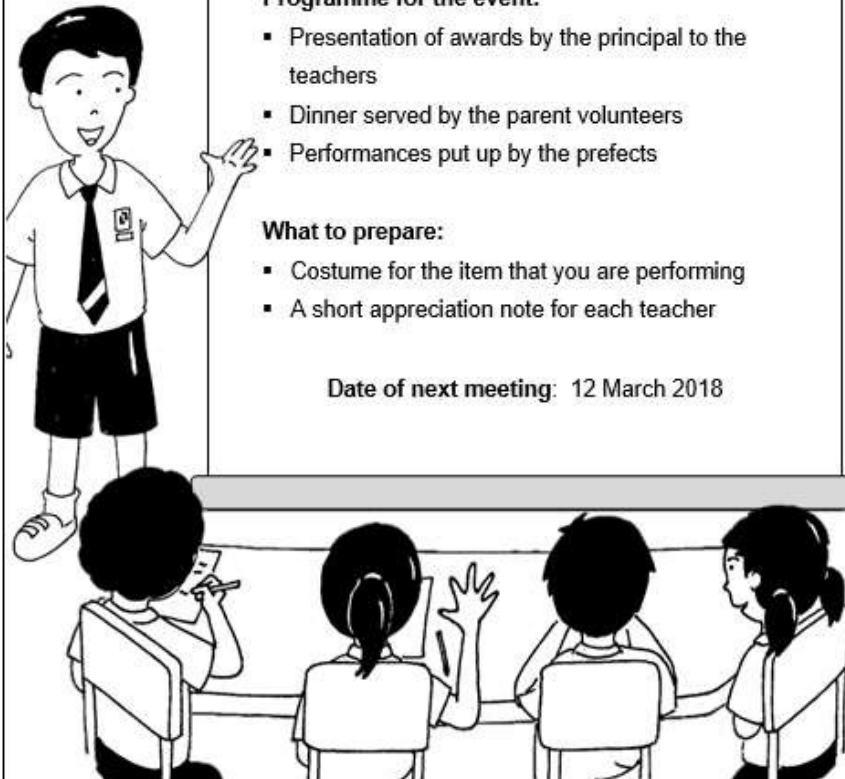
Programme for the event:

- Presentation of awards by the principal to the teachers
- Dinner served by the parent volunteers
- Performances put up by the prefects

What to prepare:

- Costume for the item that you are performing
- A short appreciation note for each teacher

Date of next meeting: 12 March 2018



Your Task

The prefects are organising a Teacher Appreciation Night, as shown in the picture on page 2.

Another prefect, Surin, was absent from the meeting as she was ill.

Write an email to Surin to tell her about the Teacher Appreciation Night.

In your writing, include the following key information:

- why you are writing to Surin
- when the Teacher Appreciation Night will be held
- two things that she has to do for the event
- when the next meeting will be held

You may reorder the points. Remember to write in complete sentences.

Primary 5 Foundation English Language : Situational Writing

Paper 1 Writing - Expectations



Situational Writing

- ✓ Purpose, Audience, Context
- ✓ Must be familiar with format (eg. email / letter / report)
- ✓ Language (Formal / Informal)
- ✓ Must ensure all the key information is included



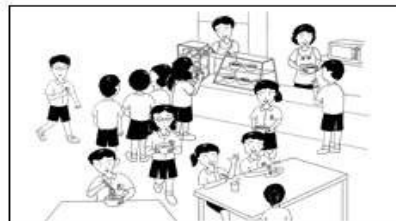
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Primary 5 Foundation English Language :

Continuous Writing

2 The pictures below show what happened in the school canteen one morning. Based on these pictures, write a story of at least 120 words. Give the story your own ending. You may use the given helping words and phrases. You may also include other details.



recess

dismissed late

canteen was very crowded

felt hungry

did not want to wait

tried to jump the queue

shocked by his actions

tapped on his shoulder

told him to get in line

Paper 1 Writing - Expectations

Continuous Writing

- ✓ Ensure that the writing is based on the topic and at least one of the given pictures
- ✓ Develop the content adequately
- ✓ Take note of the guiding questions
- ✓ Jot down good use of vocabulary and phrases in Vocabulary Book
- ✓ Memorise and learn to use them in continuous writing




Paper 2: Language Use & Comprehension

Level	Duration	Marks
Pri 4	1h 15min	50 (50%)
Pri 5 Foundation	1h	40 (40%)

Paper 2: Language Use & Comprehension (Part 1 / FEL Booklet A)

Component	P4	P5 FEL
Grammar MCQ	8m	5m
Vocabulary MCQ	6m	3m
Punctuation MCQ 	-	2m
Visual Text Comprehension 	-	5m

Paper 2: Language Use & Comprehension (Part 2 / FEL Booklet B)

Component	P4	P5FEL
Form Filling 	-	3m
Editing for Spelling 	-	3m
Editing for Grammar 	-	3m
Comprehension Cloze	5m	3m
Synthesis	3m	3m
Comprehension OE (2 passages)	20m	10m

PSLE FEL Paper 2 – Revised Form Filling



Read the following notice and use the information to complete the participation form on page 3.

We-Care Club

Park Grove Primary School

10 October 2023

Dear pupils

1. You are welcome to join us on a visit to Sunview Home for Seniors.
2. The details of the visit are as follows:
Date : 11 November 2023
Time : 2.30 p.m. – 4.30 p.m.
3. You can play a part through any one of these ways:
 - donating items
 - packing donated items
 - performing for the elderly
4. Form teachers will collect donations during the assembly on 1 November. On the same day, volunteers will pack the donated items after school hours. Practice sessions for the performances will start from 7 November.
5. To sign up, please complete the participation form and drop it off at the General Office by end October.

From

Mdm Roslina

(Teacher in charge of We-Care Club)

Based on the information given on page 2 and the additional information given below, complete the participation form by answering questions numbered 16 to 18. (3 marks)

You are Alan Goh from Class 6B. You will be busy preparing for a competition after school hours in November. You will use your savings to buy some canned food for the elderly.

We-Care Club

Park Grove Primary School

Participation Form

16 Full Name (in BLOCK LETTERS):

Class: _____

17 How would you like to help as a volunteer?
(Please put a tick in one of boxes.)

Donating items Packing donated items Performing for the elderly

18 (i) Are you making a donation? *Yes / No

(ii) If the answer to (i) above is 'Yes', please list the items you are donating below.

*Please delete accordingly.

Paper 3: Listening Comprehension



P4 LC (20 min)

Total Marks:

14 marks

- Picture Matching
- Note-taking
- Comprehension MCQ

P5 FEL LC (40 min)

Total Marks: 15 marks (15%)

15 multiple-choice questions to assess students' ability to comprehend spoken English. The tasks may be based on a variety of types of audio texts, e.g., texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade. Graphic representations will be used for the first four items. Each text will be read twice. Time will be given for candidates to read the questions before the first reading of each text.

Questions will be read to the students.

Students should:

- ✓ Listen actively
- ✓ Take notes
- ✓ Underline keywords in the question

Paper 4: Oral Communication



	P4	P5FEL	Total
Reading Aloud Students read aloud a text.	6m	8m	20m (20%)
Stimulus-based Conversation Students engage in a conversation with the Examiners on a topic based on a photo stimulus .	10m	12m	

- Reading Aloud and Stimulus-based Conversation components are **delinked** thematically.
- EL and FEL share the **same photo stimulus and first main prompt**.
- Only **3 main prompts**.

Students should:

- ✓ Read widely.
- ✓ Read the newspaper and keep abreast with current issues.
- ✓ Speak confidently using **Standard English**
- ✓ Do not deviate from the topic

READING PASSAGE



You will now read aloud a passage about a girl making sandwiches with her mother.

It was the school holidays. Cindy and her mother, Mrs Tan, were about to go to a park when it started raining.

“Oh dear, we’re stuck at home,” Cindy said unhappily.

Mrs Tan thought for a while and made a suggestion, “Shall we make sandwiches together?” Cindy was keen

because she enjoyed preparing food with her mother.

Soon, they were busy in the kitchen. As Mrs Tan fried some eggs, Cindy put tomato and cheese slices between some bread. Just then, something interesting happened.

Mrs Tan was cutting the sandwiches but she could not cut through the cheese. Feeling puzzled, she took a closer look at it. Then, she smiled and asked, “Cindy, did you remove the plastic wrapping from the cheese?”

Instantly, Cindy realised her mistake. Both of them burst out laughing.

They spent time putting the sandwiches together again. When the rain finally stopped, they packed their food and went to the park for a nice picnic.



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The photograph shows a birthday celebration.

Specimen Paper



EL and FEL share the same photo stimulus and first main prompt.



FEL

a) How do you think the people in the photograph might be feeling? Why?

Prompt (a) will be the same for both EL and FEL

b) Tell us about a Children's Day celebration you remember.

c) Besides children, who else do you think we should have a special day for? Why?

Changes in the PSLE FEL Exam Format



	PSLE 2024	PSLE 2025
Paper 1 Writing	40 marks (26.7%)	25 marks (25%)
Paper 2 LU & Compre	60 marks (40%)	40 marks (40%)
Paper 3 LC	20 marks (10%)	15 marks (15%)
Paper 4 Oral Comm	30 marks (20%)	20 marks (20%)
Total	150 marks (100%)	100 marks (100%)

1. Slight reduction in Paper 1 weighting (1.7%)
2. Paper 3 weighting increased from 13.3% to 15%





What Parents Can Do to Help

- Get your child to **READ WIDELY AND EXTENSIVELY**
e.g. story books, magazines, newspaper articles and other materials
- **Provide exposure** to listening, speaking, reading and writing opportunities and activities
- **Role models** – Read with them, write notes and messages to your child using standard English



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What Parents Can Do to Help

Encourage your child to :

- **use Standard English in both writing and speaking.**
- **use the EL strategies** (e.g. annotation) he/she has learnt in the classroom when completing the assignments.
- **write neatly** and **legibly**
- **use a dictionary** to learn meaning and pronunciation of new words and how to use them appropriately in context
- **learn spelling / dictation well**