ORAL SKILLS FOR EL
@ Punggol Green Primary School

P2-4 EL Sharing for Parents (3rd February 2018)
EL PROGRAMME

VISION
An eloquent and confident student with a strong appreciation of the English Language

MISSION
Providing a rich curriculum that is enabling and enjoyable
SYLLABUS OUTCOMES

Overview Diagram

**SPARKING AND REPRESENTING**
Develop understanding of key features of spoken language and apply speaking and representing skills and strategies in using language appropriately to address purpose, audience, context and culture

**FOCUS AREA**
- Features of Spoken Language
- Speaking and Representing Skills and Strategies
- Types of Spoken Texts

**LO1**
Demonstrate knowledge of spoken grammar and register

**LO2**
Speak with accurate pronunciation and appropriate intonation

**LO3**
Plan and present information and ideas for a variety of purposes

**LO4**
Use appropriate skills, strategies and language to convey and construct meaning during interactions

**LO5**
Produce spontaneous and planned spoken texts that are grammatically accurate, fluent, coherent and cohesive

- Awareness of Spoken Language Features
- Pronunciation and Intonation
- Presentation, Planning and Organisation
- Delivery
- Interaction Skills
- Speaking and Representing Widely

**SKILLS, STRATEGIES, ATTITUDES AND BEHAVIOUR**
SYLLABUS OUTCOMES

- Awareness of Spoken Language Features
- Pronunciation and Intonation
- Presentation: Planning and Organisation
- Delivery
- Interaction Skills
- Speaking and Representing Widely
Pronunciation & Intonation

To pronounce clearly and to use appropriate voice qualities in order to convey meaning by:

• articulating and pronouncing clearly and accurately
• varying pace, volume, tone and stress to enhance meaning
Interaction Skills

To negotiate meaning with others in order to convey thoughts and ideas by:

- responding to questions
- elaborating on topics
- generating and exploring ideas
- taking turns
When we returned to school after the holidays, Mrs. Joe arranged us in small groups to share about our holiday experiences. In my group, I was the leader. So, I asked, "Who wants to begin?"

Rose went first. "I went to New Zealand to stay with my Uncle who has a sheep farm. There was a little lamb whose mother had died. Every day I fed him milk from a bottle. I called him Snowy."

After everyone had shared their stories, it was my turn. I was about to tell them about the Singapore River Cruise I took, when my teacher said, "It is time for your Mother Tongue lesson now, you will write your stories after recess."

That's exactly what I did. I wrote about my enjoyable boat ride and the interesting places I saw along the way.
Reading
Reading with Expression

Assessment Expectations

• Clear and consistently good pronunciation

• Fluent expressive reading, varying tone, pace and volume as required

• Appropriate variation of pitch and tone

• Appropriate stress and intonation to convey meaning according to the purpose, audience and context
Reading with Expression

Tips:
• Reading with your child, level-appropriate books
• Model reading with expression
• Rising tone for question marks
• Look out for speech-marks
When we returned to school after the holidays, Mrs Teo arranged us in small groups to share about our holiday experiences. In my group, I was the leader. So, I asked, “Who wants to begin?”

Rose went first. “I went to New Zealand to stay with my Uncle who has a sheep farm. There was a little lamb whose mother had died. Every day I fed him milk from a bottle. I called him Snowy.”

After everyone had shared their stories, it was my turn. I was about to tell them about the Singapore River Cruise I took, when my teacher said, “It is time for your Mother Tongue Lesson now, you will write your stories after recess.”

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Stimulus Based Conversation
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Assessment Expectations

- Able to articulate ideas fluently
- Able to elaborate on ideas
- Able to make interpretations
Stimulus Based Conversation

Tips:
- Question and the Reading Passage is related.
- Practise holding conversations with your child
- Get your child to elaborate on their opinion
- Provide a variety of experiences
Stimulus Based Conversation

Hands-On Practice!

Prompts:
- Have you been to any of these attractions before? Tell me more about your experience.
- What other tourist attractions have you been to?
PREPARING FOR PRIMARY ENGLISH

Speaking & Presenting

Have purposeful conversations

Teach self-introduction skills

Ask Open-Ended Questions

[Icons of questions: HOW, WHY, WHAT, WHERE, WHEN, WHO]