



ENGLISH LANGUAGE PRIMARY TWO

Vision: A learning community of effective communicators of the English Language
Mission: Building A Strong Foundation and Rich Language for All

PRIMARY 2

OVERVIEW OF THE ENGLISH LANGUAGE CURRICULUM @ SQPS

| LEARNING MATERIALS & WORKSHEETS |
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| <ul style="list-style-type: none"> • STELLAR Readers • STELLAR Learning Sheets • Marshall Cavendish English Listening Comprehension & Oral P2 • Spelling/Dictation Tests • Journal Exercises • Composition Exercises • Level Worksheets • Practice Papers • Student Learning Space (SLS) |
| SCHOOL-BASED PROGRAMMES |
| <ul style="list-style-type: none"> • Reading Culture @SQPS: <ul style="list-style-type: none"> ○ Reading for Leisure ○ Reading Period ○ Reading Activity Programme ○ Read@School Project in collaboration with National Library Board (NLB) ○ Reading Events |
| ASSESSMENT |
| <ul style="list-style-type: none"> • Performance-Based Tasks • Topical Reviews |

Desired EL Learner Outcomes

The English Language Syllabus 2020 (ELS 2020) seeks to develop our students to become:

1. **Empathetic Communicators** who possess the values and dispositions to listen actively to different points of view. We want them to be able to communicate confidently, effectively and sensitively, with the wider and more diverse communities both in and out of Singapore.
2. **Discerning Readers** who are able to process and evaluate information with discernment and distinguish fact from falsehood. They will possess a broad worldview and can respond to information closely and critically according to purpose, audience, context and culture.
3. **Creative Inquirers** who can apply critical literacies in diverse contexts to explore real world issues. They will be able to gather and synthesise information from diverse print, non-print and digital networked sources, and co-create knowledge and solutions in familiar or new contexts.

STELLAR: Strategies for English Language Learning And Reading

What is STELLAR?

STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years through the use of well-established, learner-centred and developmentally appropriate pedagogical approaches using authentic children's literature.

The STELLAR2.0 Programme and English Language Syllabus 2020

With the rollout of the English Language Syllabus 2020 (ELS 2020), the STELLAR programme was reviewed and refined to better prepare learners for the changing context of language use. This includes:

- a greater need for linguistic and communicative competence, adaptability and flexibility for a more disruptive global environment
- rapid development in information technology that has shaped our understanding of literacy and linguistic skills in English to include multiliteracies
- future workplace readiness with rising emphasis on interpersonal skills, higher-order cognitive skills and information systems skills.

STELLAR2.0 is an enhancement of the STELLAR (Strategies for English Language Learning and Reading) programme. While the STELLAR2.0 programme continues to develop students who love reading and have a strong foundation in the English Language, language learning and use in the 21st century must go beyond the basic notion of literacy to include multiple competencies to enable our young to capitalise on the rich opportunities of the digital age. Given the increased communication demands expected of students in the 21st century, EL teaching and learning is re-examined to strengthen EL teaching practices through the key shifts in ELS2020.

P2 STELLAR Readers & English Content for Term 1

| Unit | Big Book Title | Grammar Items |
|------|-------------------|--|
| 1 | Chicken Rice | <p>Nouns and Noun Phrases</p> <ul style="list-style-type: none"> • Use proper nouns, e.g., Cat, Mr Low, Snake <p>Punctuation</p> <ul style="list-style-type: none"> • Use capital letters appropriately, e.g., for proper nouns <p>Adjectives</p> <ul style="list-style-type: none"> • Use comparatives and superlatives: <ul style="list-style-type: none"> ➢ regular, e.g., tasty, tastier, tastiest ➢ irregular, e.g., good, better, best ➢ use of “more” and “most”, e.g., delicious, more delicious, most delicious <p>Sentence Variation</p> <ul style="list-style-type: none"> • Construct negative sentences by: <ul style="list-style-type: none"> ➢ using the adverb ‘not’ with the main verb ‘be’, e.g., Chicken rice is not nice. ➢ using the adverb ‘not’ after auxiliary verbs, e.g., He does not like chicken rice. |
| 2 | Bad Dreams | <p>Determiners</p> <ul style="list-style-type: none"> • Use different types of determiners before nouns: <ul style="list-style-type: none"> ➢ indefinite articles, e.g., a dream, an idea, a monster ➢ definite article, e.g., the tooth monster ➢ definite quantifiers, i.e., cardinal quantifiers, e.g., one, two <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Identify verbs according to meaning: <ul style="list-style-type: none"> ➢ action verbs, e.g., chase, beg, sleep, squeeze, squirm • Use verbs/ verb phrases with different time/ tense/aspect: <ul style="list-style-type: none"> ➢ simple past tense for completed actions/events, with or without mention of a specific time, e.g., Ren had a bad dream. He begged his mother. <p>Cohesion in Texts</p> <ul style="list-style-type: none"> • Create cohesion across different clauses, sentences and paragraphs through textual ellipsis, e.g., That night, there was one toy in the bed. The next night, there were two (toys). • Use adverbials in sentences to add details about time, e.g., That night, there was one toy in the bed. The next night, there were two. Then there were three. |
| 3 | Mr Gumpy’s Outing | <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use verbs with different transitivity: <ul style="list-style-type: none"> ➢ transitive verbs: take an object, e.g., The dog teased the cat. ➢ intransitive verbs: take no object, e.g., The sheep bleated. <p>Sentence Types, Forms and Functions</p> <ul style="list-style-type: none"> • Construct a variety of sentences: <ul style="list-style-type: none"> ➢ complex sentences using subordinating conjunctions, e.g., You can come with me if you don’t squabble. • Construct different forms of sentences: <ul style="list-style-type: none"> ➢ imperatives, e.g., Don’t tease the cat. Sit still. |

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| | | <ul style="list-style-type: none"> • Use sentences to convey different meanings: <ul style="list-style-type: none"> ➤ commands/ requests to have something done |
| 4 | A Day in the Kitchen with Grandma | <p>Determiners</p> <ul style="list-style-type: none"> • Use different types of determiners before nouns: <ul style="list-style-type: none"> ➤ indefinite articles, e.g., a large bowl of rice, a kitchen towel ➤ definite article, e.g., the bowl of rice, the petals ➤ indefinite quantifiers, e.g. some bamboo leaves, some water, a few petals, a little flour <p>Nouns and Noun Phrases</p> <ul style="list-style-type: none"> • Use different types of nouns: <ul style="list-style-type: none"> • uncountable nouns, e.g., flour, salt, water • Make uncountable nouns countable by expanding them into noun phrases, e.g., rice – a bowl of rice <p>Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Use appropriate subject-verb agreement for singular and plural, countable and uncountable noun phrases, e.g., The dumplings are ready. Grandma uses her hands. The bowl of rice is hot. |

P2 STELLAR Readers & English Content for Term 2

| Unit | Big Book Title | Grammar Items |
|------|---------------------|---|
| 5 | A Butterfly is Born | <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use verbs/verb phrases with different time/tense/aspect <ul style="list-style-type: none"> • simple present - for timeless and universal statements e.g., The caterpillar turns into a pupa. <p>Adjectives</p> <ul style="list-style-type: none"> • Use adjectives occurring in different positions <ul style="list-style-type: none"> ➤ attributive adjectives: before noun, e.g., a hard shell ➤ predicative adjectives: after verb, e.g., The butterfly's wings are wet and crumpled. <p>Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Use appropriate subject-verb agreement <ul style="list-style-type: none"> ➤ countable noun phrases, e.g., The caterpillar eats and grows. ➤ uncountable noun phrases, e.g., The sand is soft. |
| 6 | Life in a Shell | <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use verbs/verb phrases with different time/tense/aspect <ul style="list-style-type: none"> ➤ simple present - for timeless and universal statements, e.g., A snail has a shell on its back. • Identify verbs according to meaning: <ul style="list-style-type: none"> ➤ action verbs ➤ linking verbs <p>Conjunctions</p> <ul style="list-style-type: none"> • Use a variety of conjunctions in sentences to express different relationships between similar groups of words, e.g., between clauses: |

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| | | <ul style="list-style-type: none"> ➤ coordinating: add on ideas, contrast ideas ➤ subordinating: for reason Sentence Types, Forms and Functions <ul style="list-style-type: none"> • Construct a variety of sentences: ➤ compound sentences using coordinating conjunctions ➤ complex sentences using subordinating conjunctions |
| 7 | The Grawl | Verbs and Verb Phrases <ul style="list-style-type: none"> • Use simple past tense for completed actions/events, with or without mention of a specific time, e.g., It started very slowly. • Use past progressive for actions which were in progress at some time in the past, e.g., The growl was growing bigger. Adverbs <ul style="list-style-type: none"> • Use comparative and superlative adverbs ➤ regular, e.g., It grew a little louder. The growl was growing bigger. My tummy growled the loudest. Prepositions and Preposition Phrases <ul style="list-style-type: none"> • Use prepositions of space, e.g., I looked around the classroom. The growl seemed to echo through my ears and eyes and nose. It came from you. |
| 8 | Roti Prata | Nouns and Noun Phrases <ul style="list-style-type: none"> • Make uncountable nouns countable by expanding them into noun phrases, e.g., oil → three bottles of oil • Use indefinite quantifiers before nouns to indicate quantity, e.g., a few eggs, a little water, some oil, some eggs Sentence Types, Forms and Functions <ul style="list-style-type: none"> • Construct imperative sentences, i.e., verb + object, e.g., Toss the dough. • Use sentences to convey different meanings: <ul style="list-style-type: none"> ➤ statements to provide information, e.g., He stretched out the dough. He tossed it. ➤ commands/ requests to have something done, e.g., Come, Nora and Joseph! Toss it, flip it and let it open out like a sheet. |

P2 STELLAR Readers & English Content for Term 3

| Unit | Big Book Title | Grammar Items |
|------|----------------|---|
| 9 | Magnetic Max | Verbs and Verb Phrases <ul style="list-style-type: none"> • Use verbs/ verb phrases with different time/ tense/aspect ➤ past progressive/continuous for actions which were in progress at some time in the past, e.g., One morning, Joe was walking to the park. Determiners <ul style="list-style-type: none"> • Use different types of determiners before nouns ➤ demonstrative determiners to indicate differences in proximity to speaker, e.g., Hey, my keys just flew up into this tree. ➤ Use possessive determiners to indicate ownership, e.g., his pocket, my keys |

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| | | Prepositions <ul style="list-style-type: none"> • Use prepositions of place, movement and direction to convey a variety of meanings, e.g., to the park, under the tree, flew up into the tree |
| 10 | A Snake in the Garden | Verbs and Verb Phrases <ul style="list-style-type: none"> • Use different types of verbs <ul style="list-style-type: none"> ➢ modal auxiliary verbs, e.g., It might eat the cat. It will eat the chickens. • Use modals to express a variety of meanings <ul style="list-style-type: none"> ➢ to make a request, e.g., Can you repeat what you said? Punctuation <ul style="list-style-type: none"> • Use punctuation appropriately <ul style="list-style-type: none"> ➢ apostrophe in contractions, e.g., I'm, we'll, don't, can't Conjunctions <ul style="list-style-type: none"> • Use conjunctions in sentences to express different relationships between similar groups of words: <ul style="list-style-type: none"> ➢ between words or phrases, e.g., The snake-catcher and his men marched to the vegetable garden. ➢ between clauses, e.g., It has eaten our chickens and we can't find our cat. |
| 11 | The Feast | Verbs and Verb Phrases <ul style="list-style-type: none"> • Use verbs/ verb phrases with different time/ tense/ aspect <ul style="list-style-type: none"> ➢ future, e.g., We will have a Dragon and Dinosaur feast. Punctuation <ul style="list-style-type: none"> • Use punctuation appropriately: <ul style="list-style-type: none"> ➢ full stop for indicating end of sentence ➢ exclamation mark for indicating strong feelings conveyed through a sentence ➢ comma for separating nouns in a list Sentence Types and Forms <ul style="list-style-type: none"> • Construct different forms of sentences: <ul style="list-style-type: none"> ➢ declaratives, e.g., I invite you to the dragon feast. ➢ imperatives, e.g., Come to my dragon feast! • Construct a variety of sentences: <ul style="list-style-type: none"> ➢ existential sentences, e.g., "There" + verb + subject, e.g., There will be pies and icicles! |

P2 STELLAR Readers & English Content for Term 4

| Unit | Big Book Title | Grammar Items |
|------|----------------|--|
| 12 | Willy and Hugh | Nouns and Noun Phrases <ul style="list-style-type: none"> • Use different types of pronouns: <ul style="list-style-type: none"> ➢ personal pronouns as object: me, you, him, her, it, us, them ➢ reflexive pronouns, e.g., himself, themselves Adverbs <ul style="list-style-type: none"> • Use different types of adverbs: <ul style="list-style-type: none"> ➢ adverbs that tell us about verbs, i.e., manner, e.g., quickly, carefully, suddenly ➢ adverbs that tell us about other adverbs, e.g., very quickly |

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| 13 | Postcards to David | <p>Verbs and Verb Phrases</p> <ul style="list-style-type: none"> • Use verbs/ verb phrases with different time/ tense/aspect: <ul style="list-style-type: none"> ➤ simple present for facts that are true in the present, e.g., It is Chinese New Year. ➤ present progressive/ continuous for actions taking place at the time of speaking, e.g., I am making cookies with Mum. ➤ simple past for completed actions/ events, with or without mention of a specific time, e.g., I made you a bracelet. ➤ future, i.e., will/shall + verb, e.g., It will be Hari Raya Puasa very soon. <p>Prepositions and Preposition Phrases</p> <ul style="list-style-type: none"> • Use prepositions to convey a variety of meanings: <ul style="list-style-type: none"> ➤ time, e.g., on a windy February morning ➤ purpose, e.g., Thank you for your special bracelet. ➤ accompaniment, e.g., I am making cookies with Mum. |
| 14 | The Bicycle Race | <p>Adverbs</p> <ul style="list-style-type: none"> • Use different types of adverbs: <ul style="list-style-type: none"> ➤ adverbs that tell us about verbs <ul style="list-style-type: none"> ○ time, e.g., the next day, the day after ➤ adverbs to ask questions, e.g., when, where, why, how <p>Sentence Types</p> <ul style="list-style-type: none"> • Construct a variety of sentences: <ul style="list-style-type: none"> ➤ compound sentences (made up of two main clauses) <ul style="list-style-type: none"> - use coordinating conjunctions, e.g., He was catching up, but, soon, he was out of breath. ➤ complex sentences (made up of a main clause with one or more dependent or subordinate clauses) <ul style="list-style-type: none"> - use subordinating conjunctions, e.g., Uncle Lim has more free time now as he has retired from his job. |

LEARNING TARGETS FOR STUDENTS

Listening

1. Listen and view attentively for a sustained period
2. Use appropriate skills and strategies to process meaning from texts (identify details, make predictions, make inferences, ask questions at different levels about the text, make simple connections to real life & personal experiences, identify the sequence of events or ideas)
3. Listen to, view and respond to a variety of spoken, audio and visual texts (conversations, poetry, personal recounts, narratives, procedures) for enjoyment & understanding

Reading

1. Use reading readiness skills
 - Recognise & name the letters of the alphabet
 - Identify upper & lower case letters
 - Identify initial, medial & final sounds
 - Use syllables & rhyming words
 - Differentiate & match sounds to their corresponding letters/letter patterns
2. Use word identification skills
 - Recognise & read words using a variety of cues (visual cues, word configurations, word endings)
 - Recognise & match contractions to words (e.g. couldn't – could not)

Reading Aloud

1. Pronounce all words clearly
2. Read fluently and expressively with appropriate tone, pace and volume
3. Use appropriate stress and intonation to convey meaning according to the purpose, audience and context

Comprehension

1. Construct meaning from visual texts (e.g. pictures, diagrams)
2. Use prior knowledge (e.g. personal experiences) & contextual clues (e.g. titles, familiar vocabulary) to make predictions & inferences
3. Note, recall main ideas & key details
4. List & sequence ideas & events
5. Identify the gist or main idea & key details

Picture Conversation

1. Give personal responses which are developed
2. Express oneself clearly and confidently
3. Use appropriate vocabulary and structures
4. Pronounce all words clearly
5. Engage the audience very well

Show and Tell

1. Pronounce all words accurately with clear articulation
2. Speak fluently and expressively with appropriate intonation throughout the presentation
3. Present Show and Tell with enthusiasm and confidence and with appropriate body movement and action that engages the audience
4. Maintain good posture and eye contact throughout the presentation

Writing

1. Use relevant ideas in the composition
2. Develop ideas to make the composition interesting
3. Use accurate language and correct grammar, spelling and punctuation
4. Use good and appropriate vocabulary
5. Link ideas in a logical way

PROGRAMMES AND ACTIVITIES

Spelling/Dictation Tests

1. Aims to build students' ability to spell accurately for writing fluency and speed. It will also strengthen their word recognition and vocabulary development.
2. Spelling/Dictation lists are given on a termly basis. The lists comprise words that students have encountered in their English language learning (e.g. in STELLAR units) and words that will help them in their composition writing.
3. Spelling/Dictation is done in a jotter book. For Spelling corrections, student re-writes a word 3 times for every wrong word. For Dictation corrections, student re-writes a sentence once for any mistakes made in the sentence.
4. Spelling/Dictation is conducted once a week.

Journal Exercises

1. Aims to encourage students to express their feelings and thoughts through writing of a variety of topics e.g. personal experiences, reflections on events.
2. Topics given tap on students' prior knowledge and personal experiences.
3. Journal entries are done in a jotter book. The focus of the teacher's marking is on the quality of the ideas in the journal and not on the identification of language errors made.
4. Journal is done once a week.

Composition Writing Exercises

1. Aims to equip students with the skills to write compositions that are creative and interesting.
2. Students are to write compositions of at least 80 words each based on a particular topic with 4 pictures & 12 helping words.
3. Students will be supported in every writing assignment through scaffolding activities such as brainstorming of words and phrases relevant to the writing piece. To model good writing, there is a class writing of the composition prior to independent writing.

Level Worksheets

1. Aims to equip students with the necessary practice to promote retention and application. Worksheets given are on the different components of language learning e.g.
2. Grammar worksheets teaching the various word classes (e.g. nouns, verbs, pronouns, adjectives).
3. Comprehension skills worksheets (looking for details, finding word meaning in context, sequencing).

Reading Culture @ SQPS

- The school has embarked on a whole school approach to prepare students to be proficient readers by developing in them a passion to read and also teaching them how to read. Students will be taught to set goals for reading and to select books that cater to their age and interest levels. Positive reading experiences are provided through activities such as book talks, storytelling sessions and providing incentives for avid readers. Programmes and activities have been planned to build a reading culture that develops students into avid readers:

(A) Reading for Leisure

- Students are encouraged to read without interruption whenever opportunity arises e.g. prior to assembly and after recess.
- Teachers and School Leaders role model by reading with and to the students.

(B) Reading Period

- One period per week is set aside for reading where students engage in book exploration & extension activities. The aim is to allow students to spend time on leisure reading & encourage them to read more.

(C) Reading Activity Programme

- The Reading Activity Programme aims to promote the reading of EL books with a rewards system Lower Primary (P1-2) Each card comprises a number of reading activities to be completed by students over the course of a year.

(D) Read@School Project in collaboration with National Library Board (NLB)

- The school has been working with NLB since 2014 to carry out a series of reading activities with the aim to nurture readers in our students. There are assembly programmes such as *Book Buzz* to promote books appropriate for students and storytelling. Other activities include *Read Swap Share* and *Mass Borrowing*.

(E) Reading Events

- An event that students look forward to is the Book Fiesta which started in 2017. The purpose of the event is to create a vibrant environment for students and teachers to enjoy stories and to enact these stories in fun ways. Based on themes such as 'Fairy Tales', pre-event classroom activities are conducted to help students enjoy the stories. Students and teachers are encouraged to dress up as their favourite characters using recycled materials, making the stories come alive before our very eyes.

(F) Reading Resources

- Our school's recommended reading list for Lower Primary (P1 & P2) (see Appendix 1) serves to provide some suggestions on the books that are appropriate for the level. These books may also be found in our school library.
- Below is a list of suggested websites for listening to & reading books online:

| Website | Description | Link |
|--------------------------------|---|---|
| discoverReads | discoverReads is an open-access site that is part of National Library Board. It has a whole spectrum of eResources that cater to the needs and interests of primary and secondary school students. eBooks are available for loan to the public with a myLibrary username. Go to https://childrenandteens.nlb.gov.sg/our-faqs for a step-to-step guide on setting up a myLibrary ID. Once you have signed in, you will have access to eResources such as books, newspapers and magazines. | https://childrenandteens.nlb.gov.sg/ |
| TumbleBooks @NLB | TumbleBook Library is a collection of animated, talking picture books. Requires NLB's myLibrary login. | https://eresources.nlb.gov.sg/main/Pages/Primary |
| Epic | Over 40,000 ebooks and audio books available. Requires registration. | https://www.getepic.com/ |
| BookDash | Book Dash is a South African publisher of free books for very young children. | https://bookdash.org/ |
| Free Kids Books | Free Kids Books is a library of children's books, literary resources, and textbooks, available online and for download in pdf format. | https://freekidsbooks.org/ |
| Raz-Kids: Reading A - Z | Raz-Kids: Reading A - Z is a website with leveled ebooks and quizzes for interactive reading practice. It includes digital and mobile access and 29 reading levels. | http://www.raz-kids.com |

| Website | Description | Link |
|-------------------------|---|---|
| Vooks | Vooks is a library of kids' favourite picture books that come to life through animation. The books are read aloud and the words appear on the screen too. | http://www.vooks.com |
| Storyline Online | Storyline Online is a website that provides reading aloud to kids, brought to you by the Screen Actors Guild. Listen to and watch celebrities read aloud! | http://storylineonline.net |
| Audible | Audible is a collection of audio books. The books range from 0 – 13 years. Listen to books from award winners, best sellers and series. | http://www.audible.com |
| Storynory | Storynory is an educational website for free audio stories for kids. Stories include fairy tales, classics, poems and rhymes. The words appear on the screen too. | http://www.storynory.com |

MONITORING STUDENTS' LEARNING PROGRESS

Learning outcomes (LO) will be used to report the student's learning progress. To ascertain students' progress in learning, teachers will conduct various forms of formative assessment (non-graded) such as quizzes, performance tasks, written assignment, self and peer assessment periodically to evaluate students' understanding of skill set taught. This will help both the teachers and students identify learning gaps and give a more holistic picture of students' learning throughout the school year.

The list of LOs for Primary 2 English is as follows:

Listening

1. Listen attentively and identify relevant information.

Speaking

1. Speak clearly to express their thoughts, feelings and ideas.
2. Build on others' ideas in the conversations or discussions respectfully.

Reading

1. Read multi-syllabic words accurately.
2. Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
3. 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.

Writing

1. Apply basic spelling strategies using knowledge about phonic elements and spelling rules.
2. Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.

*The Basic Spelling Vocabulary list (Grades 1 to 5) was devised to help educators know the spelling words that should be taught to children. The list contains words that children use commonly in their writing so they need to be able to spell these words correctly. The words for each grade level were based on difficulty, pattern of occurrence in children's writing across grades, and grade placement on current vocabulary lists and spelling materials. The list for Grade 2 (i.e. Primary 2) is provided in the handbook (see Appendix 2).

[Source: The Basic Spelling Vocabulary List by Steve Graham, Karen R. Harris, Connie Loynachan at <https://www.readingrockets.org/>]

Appendix 1 – Lower Primary Recommended Reading List
(books available in Shuqun library)

| | Title | Author |
|----|--------------------------------------|--------------------------|
| | PICTURE BOOKS | |
| 1 | A Boy And A Jaguar | Alan Rabinowitz |
| 2 | And The Bullfrogs Sing | David L. Harrison |
| 3 | Amelia Bedelia's First Day of School | Herman Parish |
| 4 | Beverly and The Peranakan Feast | Debra Ann Francisco |
| 5 | Deep Underwater | Irene Luxbacher |
| 6 | Lubna and Pebble | Wendy Meddour |
| 7 | Luna and Me | Jenny Sue Kostecki |
| 8 | Our Little Kitchen | Jillian Tamaki |
| 9 | Peggy | Anna Walker |
| 10 | Rosie's Walk | Pat Hutchins |
| 11 | Stellaluna | Cannon Janell |
| 12 | The Rainbow Fish | Marcus Pfister |
| 13 | The Remember Balloons | Jessie Oliveros |
| 14 | There Must Be More Than That! | Shinsuke Yoshitake |
| 15 | Where The Wild Things Are | Maurice Sendak |
| 16 | Where Is My Balloon? | Ariel Bernstein |
| 17 | With Your Paw In Mind | Jane Chapman |
| | LOCAL WRITERS | |
| 18 | Chilli Padi | Adeline Foo |
| 19 | Pura The cat | Tan Soon Meng |
| 20 | The Amulet | Adeline Foo |
| 21 | The Kitchen God | Adeline Foo |
| 22 | Timmy & Tammy (Series books) | Ruth-Wan Lau |
| 23 | Tiny Feet, Tiny Shoes | Adeline Foo |
| 24 | Singapore: My Little Red Dot | Edmund Chen |
| 25 | Sam, Sebbie & Di Di Di (series) | David Seow |
| | SERIES BOOKS | |
| 26 | Amelia Bedelia | Peggy Parish |
| 27 | Animal Rescue | Tina Nolan |
| 28 | Captain Underpants | Dav Pilkey |
| 29 | Dr Suess | Dr Suess |
| 30 | David Walliams | David Walliams |
| 31 | Danger Dan | Lesley Anne & Monica Lim |
| 32 | Daisy Dreamer | Holly Anna |
| 33 | Daisy and The Trouble With... | Kes Gray |
| 34 | Elly Belly | Eliza Teoh |
| 35 | Fairies | Daisy Meadows |

| | Title | Author |
|----|--------------------------------------|---------------------|
| 36 | Faraway Tree Adventure | Enid Blyton |
| 37 | Geronimo Stilton | Geronimo Stilton |
| 38 | Horrid Henry | Francesca Simon |
| 39 | I Can Read: Heroes Series | Steven Korte |
| 40 | Melowy | Cortney Faye Powell |
| 41 | My Little Pony | Berrow, G.M. |
| 42 | Magic Animal Friends | Daisy Meadows |
| 43 | My Weirder School | Dan Gutman |
| 44 | Princess Mirror-Belle | Julia Donaldson |
| 45 | Rainbow Magic | Daisy Meadows |
| 46 | Roald Dahl | Roald Dahl |
| 47 | Secret Kingdom | Rosie Banks |
| 48 | Star Friends | Isabella Cass |
| 49 | The Secret Rescuers | Paula Harrison |
| 50 | Thea Stilton | Thea Stilton |
| 51 | The Critter Club | Callie Barkley |
| 52 | The Chicken Squad | Doreen Corrin |
| | NON-FICTION SERIES | |
| 53 | 100 Facts | Miles Kelly |
| 54 | BBC Earth: Do You Know? Level 1 | (various authors) |
| 55 | BBC Earth: Do You Know? Level 2 | (various authors) |
| 56 | How Its Made | Sue Barraclough |
| 57 | Making A Difference | Sue Barraclough |
| 58 | National Geography Kids Level 1 | (various authors) |
| 59 | National Geography Kids Level 2 | (various authors) |
| 60 | National Geography: Explore My World | (various authors) |
| 61 | I Wonder Why... | (various authors) |
| 62 | Who Would Win? | Jerry Pallotta |
| | MAGAZINES | |
| 63 | Ask | |
| 64 | Adventure Max | |
| 65 | Discovery Box | |
| 66 | Story Box | |
| 67 | Science Connect | |
| 68 | Science Adventures | |
| 69 | Smart Mathematicians | |
| 70 | Math Start | |
| 71 | Young Scientists Levels 1 & 2 | |

Appendix 2 – The Basic Spelling Vocabulary List (Grade 2)

Words that children have difficulty spelling correctly are marked with an asterisk*.

| | | | |
|----------|---------|----------|--------|
| about* | father* | lives | set |
| add | feed | long | seven |
| after | feel | looking | sheep |
| ago | feet | lost | ship |
| an* | fell* | lot | shoe |
| any | find | love | show* |
| apple | fine* | mad | sick |
| are* | fire | made* | side |
| as | first* | make* | sing |
| ask | fish | many* | sky |
| ate | five | meat | sleep |
| away | fix | men | small |
| baby* | flag | met | snow |
| back | floor | mile | some* |
| bad | fly | milk | soon* |
| bag | food | mine | spell |
| base | foot | miss | start |
| bat | four | moon | stay |
| bee | fox | more | still |
| been* | from* | most | store* |
| before* | full | mother* | story |
| being | funny | move | take |
| best | game | much* | talk |
| bike | gas | must | tall |
| bill | gave | myself* | teach |
| bird | girl | nail | tell |
| black | give | name* | than* |
| blue | glad | need | thank |
| boat | goat | new* | that |
| both | goes* | next | them* |
| bring | going* | nice* | then* |
| brother* | gold | night | there* |
| brown | gone | nine | they* |
| bus | grade* | north | thing |
| buy* | grass | now* | think* |
| by | green | nut | three |
| cake | grow | off* | time* |
| call | hand | only | today* |
| candy | happy | open | told |
| change | hard | or* | too* |
| child | has* | other | took |
| city | have* | our | train* |
| clean | hear* | outside* | tree |
| club | help | over | truck |

| | | | |
|---------|---------|---------|--------|
| coat | here* | page | try |
| cold | hill | park | use |
| coming* | hit | part | very* |
| corn | hold | pay | walk |
| could | hole | pick | want* |
| cry | hop | plant | warm |
| cup | hope* | playing | wash |
| cut | horse | pony | way |
| daddy* | house* | post | week |
| dear | how* | pull | well* |
| deep | ice | put | went* |
| deer | inch | rabbit | were* |
| doing | inside* | rain | wet |
| doll | job | read | what |
| door | jump | rest | when* |
| down* | just* | riding | while* |
| dress | keep | road | white |
| drive | king | rock | who |
| drop | know* | room | why |
| dry | lake | said* | wind |
| duck | land | same | wish |
| each | last | sang | with* |
| eat | late | saw* | woke |
| eating | lay | say | wood |
| egg | left | school* | work |
| end | leg | sea | yellow |
| fall | light | seat | yet |
| far | line | seem | your |
| farm | little* | seen | zoo |
| fast | live | send* | |