



To Serve with Quality

ENGLISH LANGUAGE PRIMARY FOUR

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

PRIMARY 4

OVERVIEW OF THE ENGLISH LANGUAGE CURRICULUM @ SQPS

LEARNING MATERIALS & WORKSHEETS
<ul style="list-style-type: none">• STELLAR Readers• STELLAR Learning Sheets• Marshall Cavendish English Listening Comprehension & Oral P4• Spelling/Dictation Tests• Journal Exercises• Composition Writing 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• High Progress Enrichment
ASSESSMENT
<ul style="list-style-type: none">• Topical Review• Semestral Assessment

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.

STELLAR & Language Learning

The teaching and learning of English is done through the use of more speaking and listening activities. Children learn reading and writing using rich and interesting books, with discussions led by the teacher.

The STELLAR curriculum:

- is very comprehensive
- integrates all language skills
- skills are enhanced through daily practice
- key language items are explicitly taught to children

Classroom environment is:

- focused on children's interaction rather than on teacher talk
- enriched with children's written language
- filled with various reading materials for children's use

English language learning is achieved through:

- vocabulary learned in books
- expression of thoughts in oral and written forms
- discussions with other children and the teacher
- informal peer interaction

P4 STELLAR – LIST OF TITLES

Teaching Titles	
1	Making Ice Cream
2	Life of a Vet
3	The Paralympic Games
4	The World Beyond Us
5	Ruby's Sunflower
6	Dinosaurs Exist
7	Heartbeats in the Dark
8	All the Buzz About Honey
9	What Happens When You Laugh

LEARNING TARGETS FOR STUDENTS

Listening

1. Listen and view attentively with empathy and respect and for a sustained period and respond appropriately
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, interpret information from a variety of sources)
3. Use appropriate skills and strategies to evaluate texts (distinguish between fact & opinion, draw conclusions, identify the problem-solution relationship in a text, identify different points of view)
4. Listen to and view a variety of literary selections and informational/functional texts for enjoyment & understanding

Speaking

1. Know the features of spoken language and the differences between spoken and written forms of language
2. Speak with accurate pronunciation and appropriate intonation
3. Plan and present information and ideas for a variety of purposes
4. Use appropriate skills, strategies and language to convey and construct meaning during interactions (e.g. speak clearly, ask questions, respond to questions, present views confidently)
5. Speak accurately, fluently and coherently

Reading Aloud

1. Recognise words and read with accuracy and fluency
2. Read aloud year level-appropriate texts with accuracy, fluency, comprehension and appropriate expression, pacing and intonation

Reading Comprehension

1. Think aloud and explain the storyline, character and big ideas
2. Think deeper and beyond, what the writer is telling about the storyline, characters and big ideas (personal response, connections, elements of style in a variety of texts, theme, text response)
3. Use clues in the passage to confirm what the writer is telling
4. Use good judgement to comment whether an action is wise or right
5. Find the best way to find ideas clearly and fully

Writing

1. Plan and generate appropriate and interesting ideas
2. Develop, organise and express ideas coherently and cohesively
3. Write a story that readers find believable and can understand easily
4. Use techniques that sustain readers' interest
5. Use the right words at the right time
6. Review, revise, proofread and edit to improve the story

PROGRAMMES AND ACTIVITIES

Spelling/Dictation Tests

- Aims to build students' ability to spell accurately for writing fluency and speed. It will also strengthen their word recognition and vocabulary development.
- 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.
- Spelling/Dictation is done in the form of 'Editing for Spelling' worksheets where students are given sentences where selected words are misspelt and students write down the correct spelling of these words. 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.
- Spelling/Dictation is conducted once a week.

Journal Exercises

- Aims to encourage students to express their feelings and thoughts through writing of a variety of topics e.g. personal experiences, reflections on events.
- Topics given tap on students' prior knowledge and personal experiences.
- Journal entries are done in an exercise 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.
- Journal is done once a week.

Composition Writing Exercises

- Aims to equip students with the skills to write compositions that are creative and interesting.
- Students are to write compositions of at least 120 words each based on a given topic, using any one of 3 pictures provided, with 5 helping words or phrases.
- Students will be supported in every writing assignment through scaffolding activities such as brainstorming of words and phrases relevant to the writing piece.

Level Worksheets

- 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.
 - Grammar worksheets revising the various word classes (e.g. nouns, verbs, pronouns, adjectives)
 - Vocabulary worksheets that expose students to a varied spectrum of words and usage
 - Editing for spelling and grammar worksheets that reinforces students' knowledge of grammar and vocabulary
 - Cloze Passage worksheets to reinforce grammar and vocabulary learnt
 - Synthesis and transformation worksheets teaching the skills of combining sentences using grammar and sentence structures learnt

Practice Papers

- Aims to provide students with the practice to familiarise themselves with the test format that they are going to sit for i.e. End-of-Year examination at the end of Term 4.

Others

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 4 (i.e. Primary 4) is provided in the handbook (see Appendix 1).

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

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 Middle Primary (P3 & P4) (see Appendix 2) 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://freetkidsbooks.org/
Website	Description	Link
Raz-Kids: Reading A - Z	Raz-Kids: Reading A - Z is a website with leveled ebooks and quizzes for interactive reading practice.	http://www.raz-kids.com

	It includes digital and mobile access and 29 reading levels.	
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

High Progress Enrichment

- The focus of the enrichment is literature appreciation (to love & embrace literature) where students:
 - learn to appreciate literature through different literary text types or novel study;
 - express their thoughts and feelings confidently as they relate to the themes, characters and the actions of these characters in the literary text types or novel; and extend and enrich their encounter with the literary text types or novel through participation in a range of creative individual and team activities.

ASSESSMENT

Topical review in Terms 1, 2 and 3 will come in the form of bite-sized assessments such as a language use exercise.

The format and topics for End-of-Year (EOY) examination are as follows:

EOY Format			Topics
Components	Marks	Duration	
Oral	16	10 min	
Listening Comprehension	14	20 min	
Composition (Paper 1)	20	50 min	
Language Use (Paper 2): - Vocabulary MCQ - Grammar MCQ - Grammar Cloze - Synthesis and Transformation - Editing for Spelling, Grammar & Punctuation - Comprehension	50	1 h 15 min	Sem 1 Topics Unit 1 – Making Ice Cream Unit 2 – Life of a Vet Unit 3 – The Paralympic Games Unit 4 – The World Beyond Us Unit 5 – Ruby's Sunflower
Total	100		Sem 2 Topics Unit 6 – Dinosaurs Exist Unit 7 – Heartbeats in the Dark Unit 8 – All the Buzz About Honey Unit 9 – What Happens When You Laugh
			Note: The topics listed serve as a guide only. Due to its nature as a language-based paper, some of the items will test a child's knowledge beyond the units stated above. Test items may include language items from previous years. These items will be within what the child at their level should be able to handle.

Paper 1 (Writing) (see Appendix 3 for sample question)

Students will be required to write a composition of at least 120 words on a given topic. Three pictures will be provided on the topic offering different angles of interpretation. Students may also come up with their own interpretation of the topic. Helping words are provided.

Some pointers to take note of when doing composition:

- Marks are awarded for two areas namely (a) content and (b) language and organisation.
- Students are to write on given topic and use at least one of the pictures to develop the topic.
- It is not necessary to describe the details in pictures.
- The writing piece must be interesting and engages the reader effectively.
- Spelling and punctuation errors are considered minor, while all other errors are considered major.

As part of school practice, a checklist is issued to students to inform them how well they have done for their writing piece after the marking of Paper 1 is completed. (see Appendix 4 for the composition checklist) Students may use this feedback to know the area(s) for improvement.

Paper 2 (Language Use and Comprehension)

Students will be assessed on their ability to use language correctly and to comprehend textual information. Below are the components tested:

- (A) Grammar MCQ
- (B) Vocabulary MCQ
- (C) Grammar Cloze Passage 1
- (D) Grammar Cloze Passage 2
- (E) Synthesis & Transformation
- (F) Editing for Spelling & Grammar
- (G) Editing for Punctuation
- (H) Comprehension Passage 1
- (I) Comprehension Passage 2

Note that Comprehension comprises the following question types: (see Appendix 5 for sample questions)

- Selected response
- Open-ended item
- Sequencing item

Below are some strategies that students are encouraged to use for completing comprehension cloze and comprehension:

Comprehension Cloze

Strategy 1:

1. First reading – Read the passage first to understand the context
2. Look out for contextual clues
3. Read the passage again to check the answers

Comprehension

Strategy 1: Quick Read

1. First reading - Skim through the text to get a general idea
2. Read all the questions and form predictions
3. Second reading - Scan the text for specific information that answers the questions

Strategy 2: Visualisation or Annotation

As students read a passage, they either draw pictures (i.e. visualisation) or jot down notes (i.e. annotation) in the passage to help them understand the passage better.

Paper 3 (Listening Comprehension)

Part 1 (Picture Matching):

Select the picture that matches the sentence read

Sequence 4 pictures that follows a set of instructions read

Part 2 (Note-Taking):

Listen to a text read by the teacher & fill in each blank with a word.

Part 3 (Comprehension):

Listen to a text read by the teacher and answer the questions that follow.

Paper 4 (Oral Communication)

Part 1 (Reading Aloud): (see Appendix 6 for sample passage)

Students are assessed on their ability to

- pronounce and articulate words clearly
- read fluently with appropriate expression and rhythm

Part 2 (Stimulus-Based Conversation): (see Appendix 7 for sample question)

Students are assessed on their ability to

- give a personal response to a visual stimulus
- engage in a conversation on a relevant topic

As part of school practice, a checklist is issued to students to inform them how well they have done after the oral assessment. (see Appendix 8 for the oral checklist) Students may use this feedback to know the area(s) for improvement.

Appendix 1 – The Basic Spelling Vocabulary List (Grade 4)

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

across	during	mountain	sure*
against	eighth*	ninth	swimming*
answer*	else	ocean	though
awhile*	enjoy	office	threw*
between	enough	parent	tired
board	everybody*	peanut	together*
bottom	example	pencil	tomorrow*
breakfast	except	picnic	toward
broken	excuse	police	tried*
build	field*	pretty*	trouble
building	fifth	prize	truly*
built	finish	quite*	turtle
captain*	following	radio	until*
carried	good-by*	raise	village
caught*	group	really*	visit
charge*	happened*	reason	wear
chicken	harden	remember*	we'll
circus	haven't*	return	whole*
cities	heavy	Saturday*	whose
clothes*	held	scare	women
company	hospital*	second	wouldn't*
couldn't*	idea	since	writing*
country	instead*	slowly	written
discover	known	stories	wrote
doctor*	laugh	student	yell
doesn't	middle	sudden	young
dollar	minute	suit	

Appendix 2 – Middle Primary Recommended Reading List
(books available in Shuqun library)

Title	Author
CLASSICS	
Gulliver's Travels	Swift Jonathan
Heidi	Church Lisa R
Little Women	Alcott,Louis May
The Adventures of Tom Sawyer	Woodside, Martin
The Chronicles of Narnia	C. S. Lewis
The Lion, The Witch & The Wardrobe	C. S. Lewis
The Pied Piper of Hamelin	Lemieux, Michèle
The Wizard of Oz	Baum, L. Frank
PICTURE BOOKS	
Journey (Wordless Book)	Aaron Becker
Island Born	Junot Diaz
I Talk Like a River	Jordon Scott
Rescue & Jessica	Jessica Kensky & Patrick Downes
Ruby's Wish	Shirin Yim Bridges
The Matchbox Diary	Paul Fleischman
The Name Jar	Yangsook Choi
Voices In The Park	Anthony Browne
NOVELS	
Frindle	Andrew Clement
Charlotte's Web	E. B. White
Animal Farm	George Orwell
Totto Chan	Tetsuko Kuroyanagi
MYSTERY SERIES	
Nancy Drew	Keene Carolyn
The Great Shelby Holmes	Elizabeth Eulberg
Hardy Boys (Junior)	Franklin W.Dixon
The Find Outers	Enid Blyton
Famous Five	Enid Blyton
Secret Seven	Enid Blyton
The BallPark Series	David A Kelly
C.S.I	Ellie O'Ryan
Keepers of the School	Andrew Clements

SCI-FI SERIES	
Flsahback Four	Dan,Gutman
D.A.T.A	Hada Hopper
Story Thieves	James Riley
Star Wars: Jedi Academy	Emma,Grange
Danger Dan and Gadget Girl	Tan, Lesley-Anne
SERIES BOOKS	
Magic Tree House	Mary Pope, Osborne
Diary of a Wimpy Kid	Jeff, Kinney
Lucky Stars	Phoebe Bright
The Voyages of Doctor Dolittle	Olmstead, Kathleen
Dork Diaries	Rachael Renee Russell
Geronimo Stilton	Geronimo Stilton
Thea Stilton	Thea Stilton
Captain Underpants	Dav Pilkey
Danger Dan	Lesley-Anne & Monica Lim
My Weirder School	Dan Gutman
Dog Man	Dav Pilkey
Bad Guys	Blabey, Aaron
Beyblade Burst	Morita, Hiro
Most Valuable Players (MVP)	David A Kelly
Dog Diaries	Kate Klimo
Elly Bellie	Eliza Teoh
Sam Wu	Katie Tsang
Horrid Henry	Simon Francesca
Aleca Zamm	Ginger Rue
Magic Faraway Tree	Enid Blyton
LOCAL WRITERS	
Famous Diaries of Amos Lee	Adeline Foo
Whoopie Lee: Almost Famous	Adeline Foo
The Awesome MRT Diaries	Adeline Foo
The Rock and The Bird	Chew Chia Shao Wei
The Island In the Caldera	Lin Xueling
Mount Emily	Low Ying Ping
NON-FICTION SERIES	
100 Facts	Miles Kelly
BBC Earth: Do You Know? Level 3	(various authors)
BBC Earth: Do You Know? Level 4	(various authors)
How Its Made	Sue Barraclough

Making A Difference	Sue Barraclough
National Geography Kids Level 2	(various authors)
National Geography Kids Level 3	(various authors)
National Geography: Explore My World	(various authors)
I Wonder Why...	(various authors)
Who Would Win?	Jerry Pallotta
MAGAZINES	
Ask	
Adventure Max	
Discovery Box	
Story Box	
Science Connect	
Science Adventures	
Smart Mathematicians	
Math Start	
Young Scientists	

Appendix 3 – Sample Question for Continuous Writing

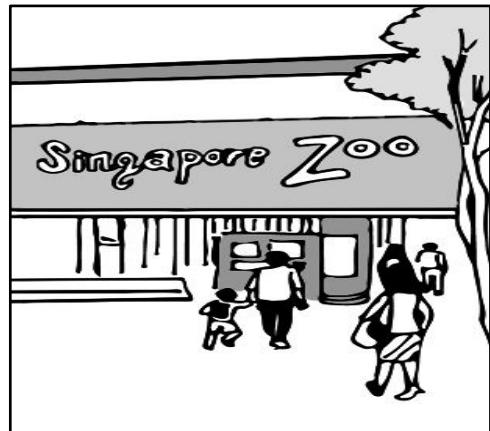
Write a composition of at least 120 words about **being lost**.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

- Who was lost?
- Where was the person lost?
- Why was the person lost?
- What happened in the end?
- How did the person feel after the incident?

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



Helping Words

- school holiday
- feeling excited
- suddenly realised
- panicked
- learnt a valuable lesson



Appendix 4 – Composition Checklist

Name: _____ () **Class:** P4 _____ **Mark:** _____ /20

Note: Put a tick '✓' where applicable

Content	
Fully relevant ideas, interesting and thoroughly developed	
Relevant ideas, interesting and sufficiently developed	
Generally relevant ideas, of some interest and slightly developed	
Some relevant ideas, mundane and mostly undeveloped	
Ideas largely irrelevant, vague and confusing	

Language and Organisation	
<ul style="list-style-type: none"> • Hardly any errors in grammar / expression / spelling / punctuation • Good and appropriate vocabulary • Very good sequencing, paragraphing and linking of ideas 	
<ul style="list-style-type: none"> • Largely accurate with a few errors in grammar / spelling / punctuation • Adequate use of appropriate vocabulary • Good sequencing, paragraphing and linking of ideas 	
<ul style="list-style-type: none"> • Some errors in grammar / spelling / punctuation • Use of mundane words and sometimes inappropriate vocabulary • Fairly good sequencing, paragraphing and linking of ideas 	
<ul style="list-style-type: none"> • Numerous errors in grammar / spelling / punctuation • Limited vocabulary • Poor sequencing, paragraphing and linking of ideas 	
<ul style="list-style-type: none"> • Full of errors in grammar / spelling / punctuation • Very limited vocabulary • Very poor sequencing, paragraphing and linking of ideas 	

Teacher's signature / Date	
Parent's signature / Date	

Appendix 5 – Comprehension Sample Questions

- **Selected response**

Example 1

Which word has the same meaning as ‘friendly’? Circle either (A) or (B).

I have made more friends because I am now more sociable and confident.

(A) (B)

Example 2

Read each statement and tick ✓ “True” or ‘False’. Refer to paragraph 2 to help you. The first example has been done for you.

	Statement	True	False
Example	Mary leads a healthy lifestyle.	✓	
Question no.	Mary chooses her food wisely.		

Example 3

By helping the elderly, Mary learns _____.

to be kind
 to reflect
 to take care of herself

to be kind

to reflect

to take care of herself

- **Open-ended items**

Example 1

Name one activity Mary likes to do during her free time.

Example 2

What two things does Mary tell her sister to do?

(i) _____

(ii) _____

- **Sequencing items**

Example 1

Write 1, 2 and 3 in the blanks below to show what Mary did first, next and last in paragraph 4.

_____ Mary thanked the sales assistant.

_____ The sales assistant helped Mary to choose a gift.

_____ Mary entered the gift shop.

Appendix 6 – Sample Passage for Reading Aloud

Mrs Jacobs opened the door to her son's room and switched on the lights.

"Wake up, David. It's time for our morning walk," said Mrs Jacobs as she pulled the blanket off David.

"Please, Mum... not today. I'm very tired. We'll go tomorrow," pleaded David as he covered his face with his pillow.

Mrs Jacobs was not going to give in. David had put on a lot of weight over the school holidays. The doctor had advised him to lose some weight or he would have serious health issues later in life.

"No way, son. Come on, get up," said Mrs Jacobs as she dragged David out of bed and forced him to get changed out of his pyjamas. David was reluctant to go for a walk, but he knew he had no way out.

Appendix 7 – Sample Question for Stimulus-Based Conversation

***Get Active.
Live Happy.
Join ActiveSG.***



Sign up for your *FREE* ActiveSG membership and get
ActiveSG \$100!

You can exercise for free when you use the ActiveSG \$100 to
pay for your entrance fees for swimming pools, gyms and
other fitness classes at ActiveSG Sport Centres!

3 easy ways to sign up:

1

Download
ActiveSG app

2

Approach officers
at Guest Services
Office

3

Submit online
application at
myactivesg.com

Prompts for Stimulus-Based Conversation

- (a) Look at the picture. Would you sign up for the ActiveSG membership? Tell me why / why not.
 - What would you most likely use it for?

- (b) Do you prefer indoor or outdoor sports? Why?
 - What sort of activities do you like to do? Tell me about them.

- (c) What do you understand about leading a healthy lifestyle? Do you think you lead a healthy lifestyle? Tell me why / why not.
 - If yes – Why is it important to lead a healthy lifestyle?
 - If no – How do you think you can improve your lifestyle?

Appendix 8 – Oral Checklist

Name: _____ () Class: P4 _____ Mark: _____/16

Note: Put a tick '✓' where applicable

Reading Aloud	
Clear and consistently good pronunciation; fluent expressive reading; appropriate stress and intonation	
Generally clear pronunciation with a few errors; generally fluent reading with some hesitations; appropriate stress and intonation most of the time	
Clear pronunciation sometimes; slow and hesitant reading, many words skipped or unread; inappropriate stress and intonation	
Mispronunciation or skipping of most words; very slow and jerky delivery, almost word-by-word; inappropriate stress and intonation	

Stimulus-based Conversation	
Gives personal responses which are developed; expresses clearly and confidently, uses appropriate vocabulary and structures, correct pronunciation; interacts well	
Gives personal responses with some development; expresses generally clearly, uses largely appropriate vocabulary and structures, mostly correct pronunciation; interacts fairly well	
Gives personal responses with little development; expresses unclearly at times, tries to use appropriate vocabulary and structures, fairly correct pronunciation; interacts reasonably well	
Gives a few personal responses with hardly any development; expresses with hesitations, inappropriate vocabulary and structures, poor pronunciation; interacts when there is much encouragement	
Gives almost no coherent response; often gives single word responses with long and awkward pauses, pronunciation that affects understanding; unable to interact even with encouragement	

Teacher's signature / Date	
Parent's signature / Date	