

The Curriculum and Approaches to Learning		Key Programmes / Competitions
<p>In line with the requirements of the EL Syllabus 2020, the teaching of English Language at YSS focuses on building a strong foundation in language and enriching language learning for all. We teach language skills with an emphasis on grammar and spoken English, using rich texts and a variety of language resources to enable students to appreciate and use the language beyond the classroom. The learning experiences guide discovery of language skills through differentiated instruction and authentic tasks, leverage on ICT tools and platforms, and explore real world issues and multiple perspectives.</p>		<p>Storytelling Programme</p> <p>Narrative Storyboard</p> <p>Sec 1 Reading Programme</p>
Term / Week	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
Term 1	<p><u>Reading & Viewing</u></p> <ul style="list-style-type: none"> ▪ Song lyrics ▪ Portrait poems ▪ Personal diaries <p><u>Writing & Representing</u></p> <ul style="list-style-type: none"> ▪ Creating a personal portrait poem ▪ Functional writing (Personal recount, diary entry) ▪ Design poster for cyber wellness ▪ Informal letter writing <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> ▪ Use of adjectives in describing people ▪ Use of correct tenses ▪ Use of prepositions and verbs <p><u>Speaking</u></p> <ul style="list-style-type: none"> ▪ Describing selves using portrait poems ▪ Speak using appropriate stress ▪ Learn short self/peer introductions 	<p><u>Reading & Viewing</u></p> <ul style="list-style-type: none"> ▪ Exploring different types of text types like poems, song lyrics, fables, diaries ▪ Expanding their vocabulary <p><u>Writing & Representing</u></p> <ul style="list-style-type: none"> ▪ Generating ideas relevant to purpose, audience, context and culture when given writing tasks ▪ Using correct grammatical items in context ▪ Narrating events in chronological order in diary writing and personal recount <p><u>Speaking</u></p> <ul style="list-style-type: none"> ▪ Making self and peer introduction

Term 2	<p><u>Reading & Viewing</u></p> <ul style="list-style-type: none"> ▪ Movie trailers ▪ Understanding elements of a short story ▪ Reading instructions <p><u>Writing & Representing</u></p> <ul style="list-style-type: none"> ▪ Writing a short story ▪ Descriptions of physical locations ▪ Writing procedural texts 	<p><u>Reading & Viewing</u></p> <ul style="list-style-type: none"> ▪ Understanding elements of a short story ▪ Instructional texts and elements <p><u>Writing & Representing</u></p> <ul style="list-style-type: none"> ▪ Generating ideas relevant to purpose, audience,
--------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> ▪ Informal letter writing <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> ▪ Use of adjectives in describing objects ▪ Use of appropriate tenses in narrative writing ▪ Use of prepositions and directional phrases ▪ Use of imperatives, bossy verbs in procedural texts ▪ Use of time connectors <p><u>Speaking</u></p> <ul style="list-style-type: none"> ▪ Storyteller Showcase <p><u>Comprehension Skills:</u></p> <ul style="list-style-type: none"> ▪ Strategies to select relevant points from the passage to answer direct questions ▪ Use contextual clues to find the meanings of words from the passage 	<p>context and culture when given writing tasks</p> <ul style="list-style-type: none"> ▪ Using correct grammatical items in context ▪ Writing out clear set of instructions like recipes or instructional manuals <p><u>Speaking</u></p> <ul style="list-style-type: none"> ▪ Understand the features of a short story ▪ Narrate situations by describing the setting and developing the plot ▪ Vary tone and pitch to create meaning and expression
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Term 3</p>	<p><u>Reading & Viewing</u></p> <ul style="list-style-type: none"> ▪ Reading an explanation text ▪ Viewing a good presentation on video ▪ How to give opinions about products and read texts on opinions and providing advice <p><u>Writing & Representing</u></p> <ul style="list-style-type: none"> ▪ Writing a guided piece of writing in descriptive writing ▪ Planning and writing a presentation text ▪ Planning and writing a short explanation text ▪ Planning and writing a product review ▪ Able to interpret information to fill up forms <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> ▪ Use of present tense in explanation texts ▪ Use of time connectors in explanation texts ▪ Use of modals in giving advice <p><u>Speaking</u></p> <ul style="list-style-type: none"> ▪ Storyteller Presentation skills ▪ Use of voice and delivering presentations individually, in pairs and in groups ▪ Speak using appropriate stress and intonation ▪ Providing advice <p><u>Comprehension Skills:</u></p>	<p><u>Reading & Viewing</u></p> <ul style="list-style-type: none"> ▪ Understand elements of an explanation text ▪ Explanation texts and their elements ▪ Texts on opinions and giving advice <p><u>Writing & Representing</u></p> <ul style="list-style-type: none"> ▪ Able use correct grammatical items in context ▪ Write out product reviews, explanation texts, giving opinions and advice ▪ Filling forms <p><u>Speaking</u></p> <ul style="list-style-type: none"> ▪ Present views/opinions individually or in pairs/groups ▪ Use appropriate stress and intonation ▪
	<ul style="list-style-type: none"> ▪ Use of skimming and scanning to locate information to answer True, False and Not Stated Questions. ▪ Use contextual clues to find the meanings of words from the passage 	

Term 4	<p><u>Reading & Viewing</u></p> <ul style="list-style-type: none"> ▪ Read narrative, information, explanation and instructional texts <p><u>Writing & Representing</u></p> <ul style="list-style-type: none"> ▪ Writing formal and informal letters ▪ Form Filling of various types ▪ Guided writing: writing personal recounts of events ▪ <p><u>Grammar focus</u></p> <ul style="list-style-type: none"> ▪ Use of present, past, present and past continuous, present and past perfect tenses in various texts ▪ Use of time connectors, adjectives, and verbs in various texts ▪ Use of modals in giving advice <p><u>Speaking</u></p> <ul style="list-style-type: none"> ▪ Presentation skills ▪ Use of voice and delivering presentations individually, in pairs and in groups ▪ Speak using appropriate stress and intonation <p><u>Comprehension Skills:</u></p> <ul style="list-style-type: none"> ▪ Use of skimming and scanning to find information to answer True, False and Not Stated Questions ▪ Use contextual clues to find the meanings of words from the passage ▪ Gather information from text to answer direct and indirect questions 	<p><u>Reading & Viewing</u></p> <ul style="list-style-type: none"> ▪ Understand elements of narrative, information, explanation and instructional texts ▪ Texts on opinions and giving advice <p><u>Writing & Representing</u></p> <ul style="list-style-type: none"> ▪ Able use correct grammatical items in context ▪ Write out product reviews, explanation texts, giving opinions and advice <p><u>Speaking</u></p> <ul style="list-style-type: none"> ▪ Present views/opinions individually or in pairs/groups
--------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------