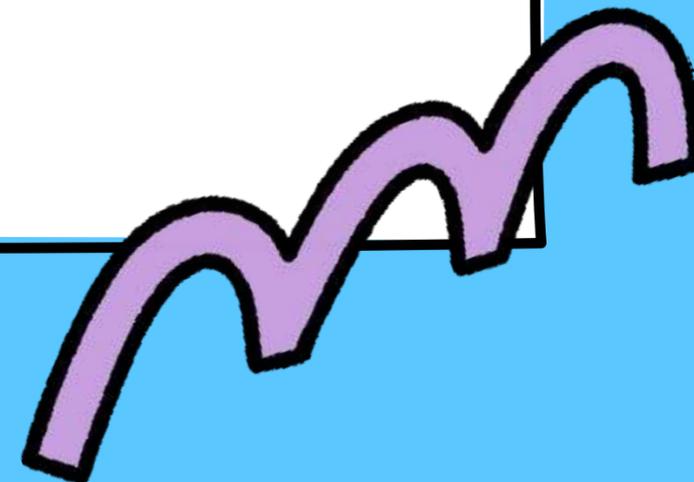


Primary Six

English Language Sharing



PSLE 2025 Format (EL)

| <i>Paper</i> | <i>Component</i> | <i>Sub-components</i> | <i>Weighting</i> |
|--------------|---|---|------------------|
| 1 | <i>Writing</i> | Situational Writing – (9 marks) Continuous Writing – (16 marks) | 25% (27.5%) |
| 2 | <i>Language Use & Comprehension</i> | Grammar, Vocabulary, Visual Text Comprehension (MCQ) – (25 marks) Grammar Cloze, Editing, Comprehension Cloze, Synthesis & Comprehension (OE) – (65 marks) | 45% (47.5%) |
| 3 | <i>Listening Comprehension</i> | Listening Comprehension (MCQ) – (20 marks) | 10% |
| 4 | <i>Oral Communication</i> | Reading Aloud – (15 marks) Stimulus-based Conversation – (25 marks) | 20% (15%) |

PSLE 2025 Format (FEL)

| <i>Paper</i> | <i>Component</i> | <i>Sub-components</i> | <i>Weighting</i> | |
|--------------|---|--|------------------|---------------------------|
| 1 | <i>Writing</i> | Situational Writing – (9 marks) Continuous Writing – (16 marks) | 25% | <i>Slightly reduced</i> |
| 2 | <i>Language Use & Comprehension</i> | Grammar, Punctuation, Vocabulary & Visual Text Comprehension [MCQ] – (15 marks) Form Filling, Editing for Grammar & Spelling, Synthesis & Comprehension [OE] – (25 marks) | 40% | <i>Fewer items</i> |
| 3 | <i>Listening Comprehension</i> | Listening Comprehension (MCQ) – (15 marks) | 15% | <i>increased</i> |
| 4 | <i>Oral Communication</i> | Reading Aloud – (8 marks) Stimulus-based Conversation – (12 marks) | 20% | <i>Marking simplified</i> |



OBJECTIVES

- understand the demands and expectations of oral communication (Paper 4)
- learn strategies to support your child's communication skills at home



HOW TO ENHANCE
YOUR CHILD'S
ORACY
SKILLS



Can you recall how you were **taught to read or speak better** as a student?

Repeatedly read “model” answers?

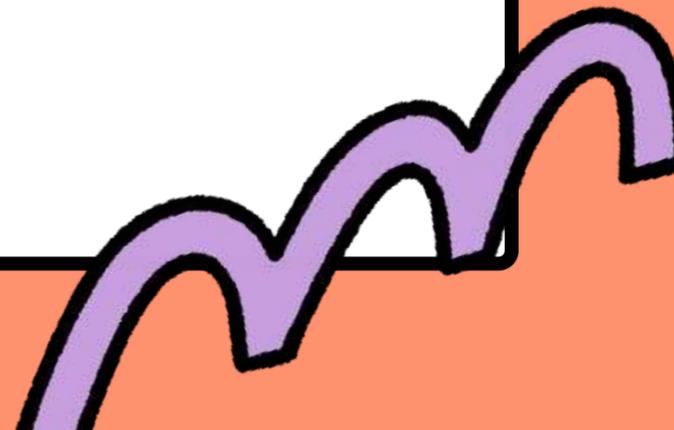
Drill and practise?

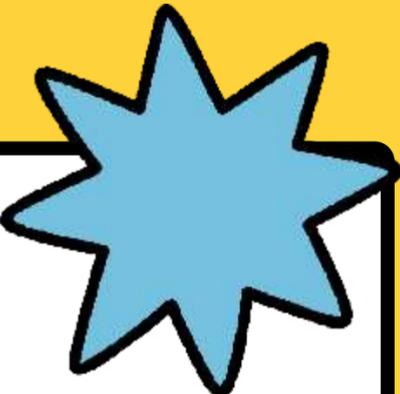




Make Learning Meaningful !

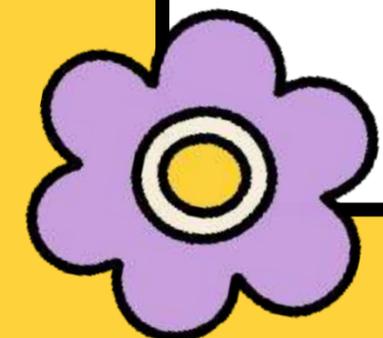
- How we have been taught (reliance on memorising) may not be fully applicable to our children
- In this changing education landscape, we need to teach our children to **think critically** and take on **different perspectives** to look at an issue





Why context matters in Learning English

- Memorising words without context leads to forgetting
- Applying vocabulary in real-life situations helps retention
- Conversations, reading and media make learning more natural



You have written the Show-and-Tell script shown below. During an English lesson, your teacher has selected you to give the presentation. You will now present your topic 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.

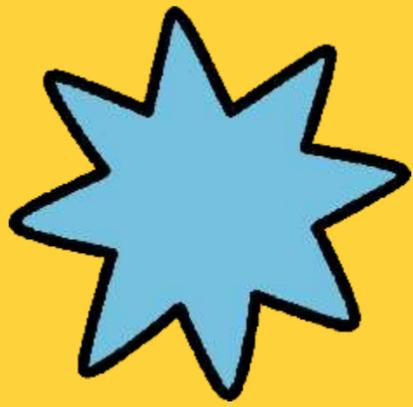
I've come to the end of my presentation. I hope you've found it interesting. Thank you for your attention!

Sample of PSLE 2025 Paper 4

PSLE ENGLISH LANGUAGE STIMULUS-BASED CONVERSATION



0001/4



Assessment Objectives

of Oral Communication (**SEAB**)

- 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



Reading Aloud

- ✓ Ability to pronounce and articulate words clearly
- ✓ Ability to read fluently with appropriate expression & rhythm
- ✓ Ability to convey a message with an appropriate tone according to the **PACC** (Purpose, Audience, Context and Culture)

Your teacher has selected you to read a letter to the class. The letter is shown below. You will now read it aloud to the class.

Dear commuters,

We are your friendly bus captains and transport workers. We are writing this letter to ask for help.

More people are giving up their cars and using public transport. This has led to more commuters on our buses and trains. While this is good for the environment, we have encountered some problems. Sometimes, commuters lose their way when they are navigating our sprawling bus interchanges and train stations. As they approach the control booth to ask for directions, the queues have become longer. To solve this problem, we are putting up more directional signs. In addition, we have set up new information booths. However, we are short of manpower to man the booths.

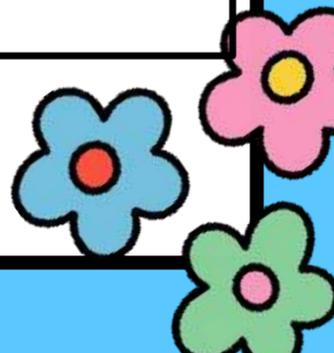
Would you like to be a Caring Commuter Champion? You will man an information booth and answer questions from commuters. Your presence will add a personal touch to the commuters' journeys and provide them with a pleasant experience to their destination. Scan the given QR code in this letter to respond. Thank you!

← Preamble

- Provides the context and the target audience of a message

← Find keywords in the content to set the tone

- Letter of appeal
 - ✓ convincing
 - ✓ engaging & exciting
 - ✓ attract and encourage members of the public (your classmates) to come forward to help



Sample reading

We are going to listen to two students read an excerpt of the same passage.

This is what we will be listening out for:

- **Pronunciation**
 - ending sounds enunciated
 - words pronounced correctly
- **Fluency**
 - smooth reading without hesitation
 - appropriate pauses and chunking of information
- **Intonation**
 - appropriate word stress
 - varying pitch
- **Tone and Expression**
 - appropriate according to the PACC
 - consistency

Sample

 *Student A*

 *Student B*

Listen out for

- Pronunciation
- Fluency
- Intonation
- Expression (Tone)

Your teacher has selected you to read a letter to the class. The letter is shown below. You will now read it aloud to the class.

Dear commuters,

We are your friendly bus captains and transport workers. We are writing this letter to ask for help.

More people are giving up their cars and using public transport. This has led to more commuters on our buses and trains. While this is good for the environment, we have encountered some problems. Sometimes, commuters lose their way when they are navigating our sprawling bus interchanges and train stations. As they approach the control booth to ask for directions, the queues have become longer. To solve this problem, we are putting up more directional signs. In addition, we have set up new information booths. However, we are short of manpower to man the booths.

Would you like to be a Caring Commuter Champion? You will man an information booth and answer questions from commuters. Your presence will add a personal touch to the commuters' journeys and provide them with a pleasant experience to their destination. Scan the given QR code in this letter to respond. Thank you!

Student A

- Pronunciation
 - ending sounds enunciated 
 - words pronounced correctly
- Fluency
 - smooth reading without hesitation
 - appropriate pauses and chunking of information
- Intonation
 - appropriate word stress
 - varying pitch 
-  Tone and Expression
 - appropriate according to the PACC
 - consistency

Student B

- Pronunciation
 - ending sounds enunciated 
 - words pronounced correctly
- Fluency
 - smooth reading without hesitation
 - appropriate pauses and chunking of information
- Intonation
 - appropriate word stress
 - varying pitch
- Tone and Expression
 - appropriate according to the PACC
 - consistency

Pointers for Reading Aloud

- enunciate the ending sounds
 - **t** (skipped)
 - **d** (respond)
 - **k** (ask)
 - **th** (with)

- look out for common pronunciation errors
 - E.g. 'their' should sound like 'there'

Pointers for Reading Aloud

☐ word stress patterns

- to present a token VS a presentation
pre/**SENT** (v) pre/sen/**TA**/tion (n)

☐ appropriate pauses: breaking a long sentence into meaningful chunks

☐ Intonation: rising intonation (questions) and falling intonation (commands)



WHAT SHOULD THEY READ?

- ▶ Newspapers
- ▶ Magazines
- ▶ Books
 - variety of genres
 - books, e-books, audio books
- ▶ Articles (Hard copies/social media)

WHAT YOU CAN DO

- get them to watch news, movies, sitcoms (with subtitles)
- read to your children (role-modelling)
- leverage technology
- make them read to you or other family members.

Listen out for:

- (a) pronunciation / articulation
- (b) pace and fluency
- (c) tone and pitch (expression)



Stimulus-based Conversation

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

What they have been taught



Picture-Based (**O.I.L**)

Observe

Infer

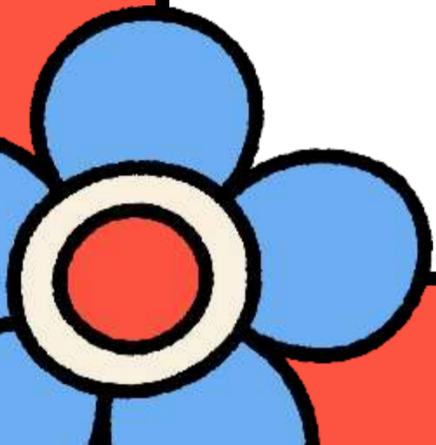
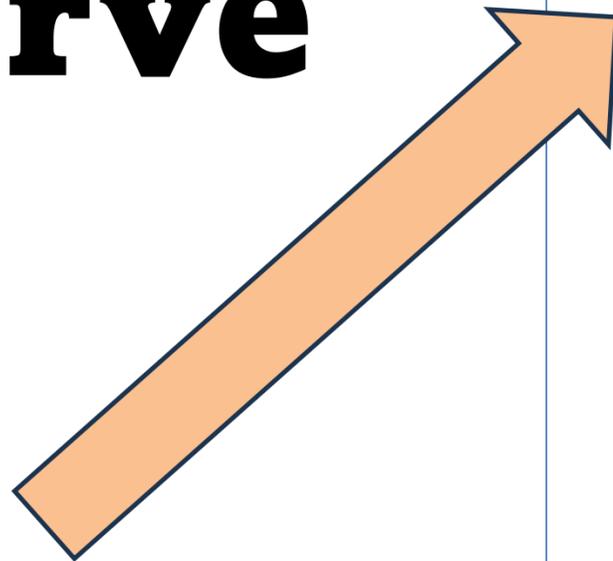
Link

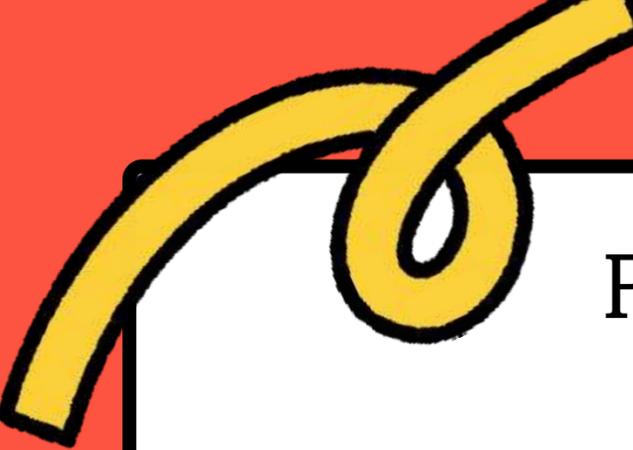
Personal Discursive (**P.E.E**)

Point

Explanation

Elaboration





Picture-Based (**O.I.L**)

Observe:

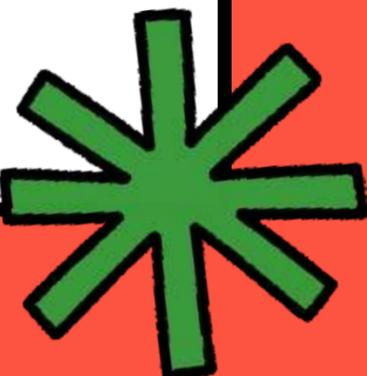
WHO is doing **WHAT** at **WHERE** and **WHEN** and **HOW?**

Infer from details:

- Purpose of picture, feelings of people, advantages and disadvantages

Link to yourself:

- Personal experiences, preferences and opinions



Picture-Based (**O.I.L**) - Sample response

There are three young children in the picture, engaging in a race. They are running on a track, probably during a race or PE lesson in the day time.

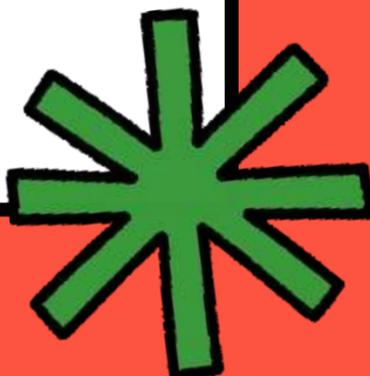
Observe

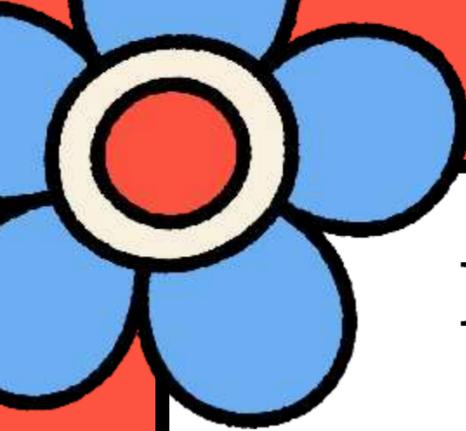
I think the children are feeling very excited from the elated looks on their faces. They seem to be enjoying their competition although it may be tiring. Having a competition makes the run more fun.

Infer

Personally, I enjoy such competitions during PE lessons because it makes exercising more fun.

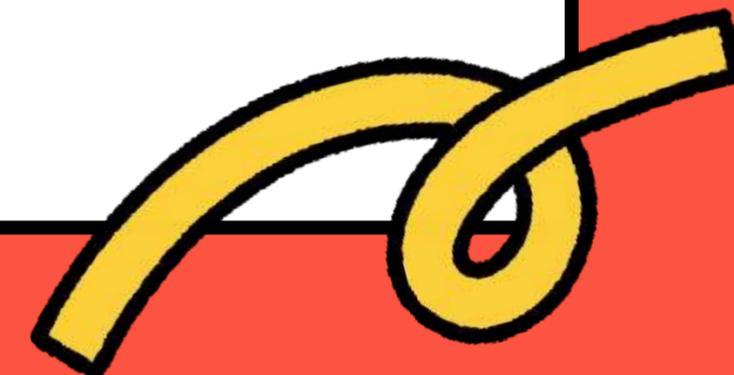
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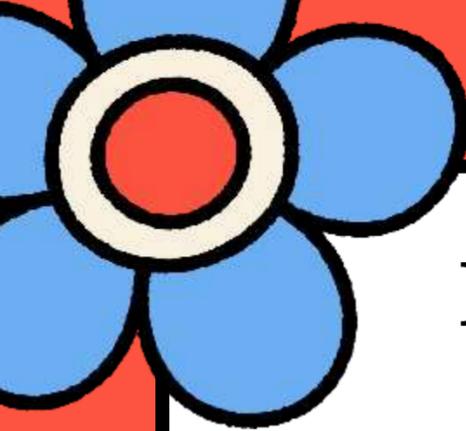




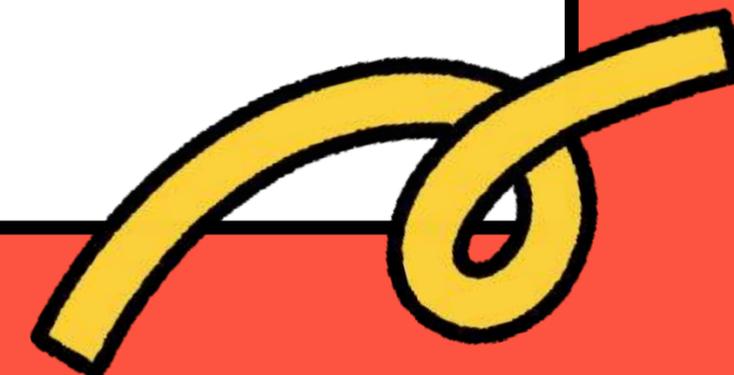
Personal Discursive (**P.E.E**)

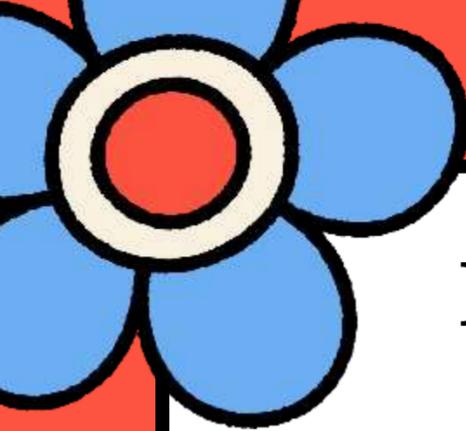
➤ **Example of question types:**

- **Describe something / a place / an experience (WHAT)**
 - **Describe a method (HOW)**
 - **Describe a person (WHO)**
 - **Make a choice or choose a stand**
- 



Personal Discursive (**P.E.E**)

- State reasons by looking at the topic from different perspectives (**HIMEF**)
 - Health / Interpersonal / Mental / Educational / Financial
 - Discuss your choice using 2 to 3 perspectives
- 

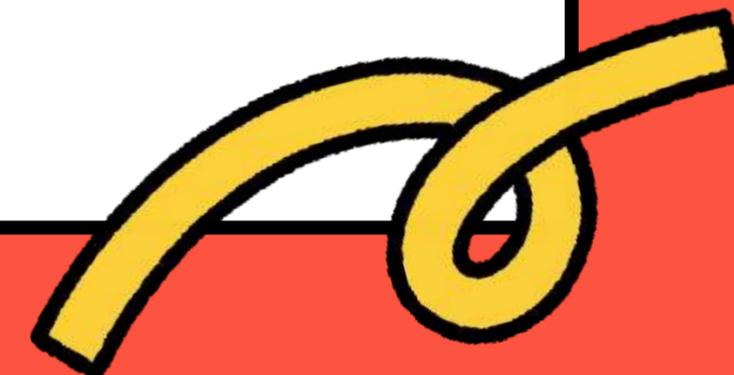


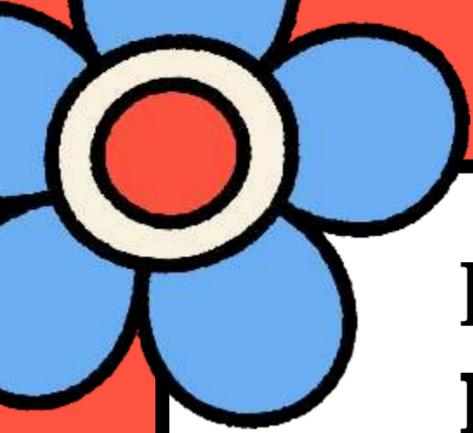
Personal Discursive (**P.E.E**)

➤ 1st **P**oint = 1st **r**eason (e.g. **H**ealth)

+ **E**xplanation (why your point makes sense)

+ **E**laboration (use details and link to your
personal experience / what you have read or
seen)

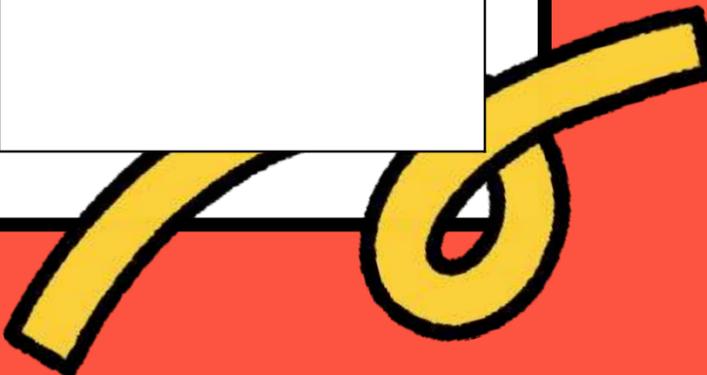




Personal Discursive (**P.E.E**)

Do you like to take part in sporting events?

| | |
|---|--|
| Yes, I enjoy participating in sporting events. | Stand |
| Firstly, joining such events can me become more fit and active. Participating in sporting events can be a source of motivation for me to exercise, especially since I am usually a couch potato. I have experience participating in our School's Sports Day last year. I was selected by my PE teacher for a 4 x100m relay race and I trained really hard for it. My teammates and I practised baton passing during PE lessons and worked on improving our timings for the run. Although we did not win the first place during the Sports Day, it was a memorable and enjoyable experience I had and this participation helped to improve my overall fitness level. | Point |
| | Explanation |
| | Elaboration / Experience (5W1H) |



WHAT CAN YOU DO?

- Read newspapers (Little Red Dot)
 - Discuss characters
 - Elicit their feelings and thoughts
- Have conversations using real objects, experiences:
 - Read packages, labels
 - Ask for their opinions and reasons
- Use trending topics on social media
- Use **See, Think, Wonder** strategy

Food poisoning outbreak: 187 cases linked to Total Defence Day ready-to-eat meals, probe underway



The Singapore Food Agency did not find any foodborne pathogens in the ready-to-eat meals.
PHOTO: Facebook/Singapore Food Agency



Pop star Lady Gaga to perform four concerts at National Stadium in May, her only stop in Asia

Mar 10, 2025, 11:00 AM

Driver dies in car fire after accident on Nicoll Highway; two taken to hospital



Singaporean man jailed 11 years for robbing bank of \$2,400 with air gun in Hong Kong



Nine hospitalised for serious skin reactions in the past year after using unregistered medicine to 'boost energy'

21 hours ago

BREAKING NEWS

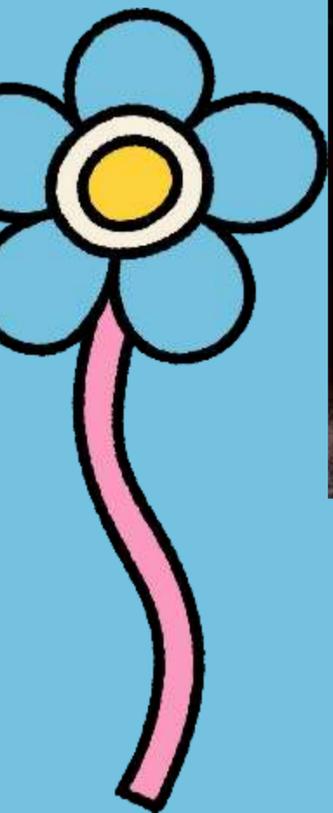
See . Think . Wonder



What do you see?

What do you think is going on?

What does it make you wonder?



See . Think . Wonder

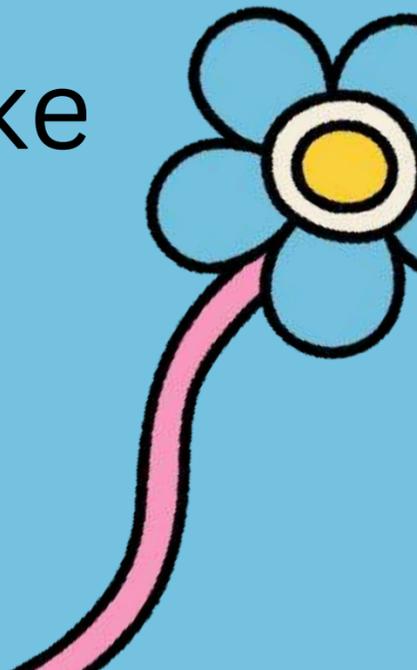
*Role-play
Demonstration



What do you see?

What do you think is going on?

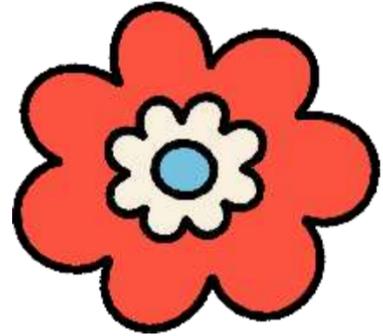
What does it make you wonder?





In summary, We have..

- revisited the components for EL & FEL (PSLE);
- learnt to appreciate the importance of meaningfulness and context in learning a language;
- picked up some strategies to help support and reinforce English language oracy skills at home.



Final tips

- **Read English books with your child**
- **Encourage your child to watch English-language movies, TV shows or the news**
- **Play games and do activities in English**
- **Find a language exchange partner**
- **Practice speaking English with your child**
- **Use online resources**
- **Celebrate your child's progress**

Thank You



**From our team of
P6 English Teachers:**

Ms Cindy Chan

Ms Rachel Koh

Mdm Anita G

Mdm Norlinda

Ms Demetria Chang

Mr Inderjit