

The Curriculum and Approaches to Learning		Key Programmes / Competitions
In line with the requirements of the EL Syllabus 2010, 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.		JOLLIE (Project Work): A level-wide module in which students are required to undertake research in a specific area, analyse and present data using the oral communication skills that they have acquired.
Term	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
1	<p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Comprehension Skills (revision of skills – literal, inferential, quoting, vocabulary, language use, evaluative questions) Visual Texts <p><u>Speaking and Representing</u></p> <ul style="list-style-type: none"> Sharing of perspectives and views <p><u>Writing and Representing</u></p> <ul style="list-style-type: none"> Narrative Writing (recap structure and language features) Creation of posters <p><u>Grammar</u></p> <ul style="list-style-type: none"> Editing practices Grammar practices (nouns, adjectives, verbs, adverbs, verb forms, modals, subject-verb agreement) 	<ul style="list-style-type: none"> Apply critical reading and viewing by focusing on implied meaning, higher order thinking, judgement and evaluation Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills Speak with accurate pronunciation and appropriate intonation Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone Apply knowledge of grammatical rules at word, phrase and sentence levels
2	<p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Comprehension Skills (revision of skills – factual/literal, vocabulary, inferential, language use, quoting words/phrases, evaluative questions) 	<ul style="list-style-type: none"> Apply critical reading and viewing by focusing on implied meaning, higher order thinking, judgement and evaluation

	<ul style="list-style-type: none"> Summary Writing Skills (analysing question, identification of content points) Visual Texts <p><u>Speaking and Representing</u></p> <ul style="list-style-type: none"> Oral Communication Skills - Reading Aloud Sharing of perspectives and views <p><u>Writing and Representing</u></p> <ul style="list-style-type: none"> Formal Letter / Proposals News Report Personal Discussion <p><u>Grammar</u></p> <ul style="list-style-type: none"> Editing practices Grammar practices (prepositions, phrasal verbs, articles, pronouns, number disagreement, conjunction) 	<ul style="list-style-type: none"> Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills Speak with accurate pronunciation and appropriate intonation Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone Demonstrate the ability to identify the Purpose, Audience, Context, Objectives and Tone (PACOT) in a given situational writing task Apply knowledge of grammatical rules at word, phrase and sentence levels
3	<p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> Comprehension Skills (revision of skills – factual/literal, vocabulary, inferential, language use, quoting words/phrases, evaluative questions) Summary Writing Skills (analysing question, identification of content points, rephrasing, replacing words with synonyms, changing sentence structures) Visual Texts <p><u>Speaking and Representing</u></p> <ul style="list-style-type: none"> Oral Communication Skills - Reading Aloud Sharing of perspectives and views <p><u>Writing and Representing</u></p> <ul style="list-style-type: none"> Discursive Writing (advantages/disadvantages) <p><u>Grammar</u></p> <ul style="list-style-type: none"> Editing practices Grammar practices (revision of all grammatical items) 	<ul style="list-style-type: none"> Apply critical reading and viewing by focusing on implied meaning, higher order thinking, judgement and evaluation Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills Speak with accurate pronunciation and appropriate intonation Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone

		<ul style="list-style-type: none"> ▪ Demonstrate the ability to identify the Purpose, Audience, Context, Objectives and Tone (PACOT) in a given situational writing task ▪ Apply knowledge of grammatical rules at word, phrase and sentence levels
4	<p><u>Reading and Viewing</u></p> <ul style="list-style-type: none"> ▪ Comprehension Skills (revision of skills – factual/literal, vocabulary, inferential, language use, quoting words/phrases, evaluative questions) ▪ Summary Writing Skills (analysing question, identification of content points, rephrasing, replacing words with synonyms, changing sentence structures) ▪ Visual Texts <p><u>Speaking and Representing</u></p> <ul style="list-style-type: none"> ▪ Oral Communication Skills (Reading Aloud and Spoken Interaction) <p><u>Writing and Representing</u></p> <ul style="list-style-type: none"> ▪ Personal Discussion (revision) ▪ Formal letter / Proposal (revision) ▪ Discursive Writing (revision) <p><u>Grammar</u></p> <ul style="list-style-type: none"> ▪ Editing practices ▪ Grammar practices (revision of all grammatical items) <p><u>Listening Comprehension</u></p> <ul style="list-style-type: none"> ▪ Listening Comprehension practices 	<ul style="list-style-type: none"> ▪ Apply critical reading and viewing by focusing on implied meaning, higher order thinking, judgement and evaluation ▪ Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills ▪ Speak with accurate pronunciation and appropriate intonation ▪ Produce a variety of texts for creative, personal, academic and functional purposes, using an appropriate register and tone ▪ Demonstrate the ability to identify the Purpose, Audience, Context, Objectives and Tone (PACOT) in a given situational writing task ▪ Apply knowledge of grammatical rules at word, phrase and sentence levels ▪ Respond to a variety of listening tasks that will assess a range of listening skills and audio texts, which will consist of a variety of types of texts, e.g. narrative,

		<p>recount, exposition, and information report, may come with visuals where appropriate.</p> <p>End-Of-Year Examinations</p>
--	--	--