

<b>The Curriculum and Approaches to Learning</b>		<b>Key Programmes / Competitions</b>
<p>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.</p>		Oral Conferencing Small Group Consultations
<b>Term / Week</b>	<b>Learning Experiences (chapter, activity)</b>	<b>Learning Outcomes &amp; Assessment</b>
1	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Editing, Language in Spoken Context, Modified Cloze, Comprehension.</li> </ul> <p><u>Writing &amp; Representing</u></p> <ul style="list-style-type: none"> <li>Formal letters of Commendation and Complaint, Job Application, Speech, Feature Article</li> </ul> <p><u>Speaking &amp; Representing</u></p> <ul style="list-style-type: none"> <li>Reading Aloud &amp; Spoken Interaction</li> </ul>	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Building skills, strategies, attitudes and behaviour</li> <li>Exposure to rich texts</li> </ul> <p><u>Writing &amp; Representing</u></p> <ul style="list-style-type: none"> <li>Identify the purpose, audience and context (which determine register and tone)</li> <li>Use support strategies to support the writer's opinion</li> <li>Use a topic sentence to introduce the main idea in a paragraph</li> <li>Elaborate on, explain and/ or justify the main idea of a paragraph by providing relevant factual, descriptive details and examples</li> </ul> <p><u>Speaking and Representing</u></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of spoken grammar and register</li> <li>Speak with accurate pronunciation and appropriate intonation</li> </ul> <p><u>Weighted Assessment</u></p> <ul style="list-style-type: none"> <li>Form Filling</li> <li>Functional Writing</li> </ul>

2	<p><b>Reading &amp; Viewing</b></p> <ul style="list-style-type: none"> <li>Editing, Language in Spoken Context, Modified Cloze, Comprehension</li> </ul> <p><b>Writing &amp; Representing</b></p> <ul style="list-style-type: none"> <li>Informal Letter, Narrative and Incident Report</li> </ul> <p><b>Speaking &amp; Representing</b></p> <ul style="list-style-type: none"> <li>Prelim (Oral) Exam</li> </ul>	<p><b>Writing &amp; Representing</b></p> <ul style="list-style-type: none"> <li>Identify the purpose, audience and context (which determine register and tone)</li> <li>Use support strategies to support the writer's opinion</li> <li>Use a topic sentence to introduce the main idea in a paragraph</li> <li>Elaborate on, explain and/or justify the main idea of a paragraph by providing relevant factual, descriptive details and examples</li> </ul> <p><b>Speaking and Representing</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of spoken grammar and register</li> <li>Speak with accurate pronunciation and appropriate intonation</li> </ul> <p><b>Mid-Year Examination 2020</b></p>
3	<p>Practice Prelim Papers</p> <p><b>N-Level Oral Examination</b></p> <p><b>Preliminary Examination</b></p>	<p>Exposure to a myriad of examination papers and GCE N Level past year papers.</p>
4	<b>N-Level Examination</b>	