

<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>		Level-wide Debates Workshop Sec 3 Inter-Class Debates
<b>Term</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>▪ Narrative Text Comprehension</li> <li>▪ Visual Text Comprehension</li> <li>▪ Factual Text Comprehension (Summary)</li> </ul> <p><u>Writing &amp; Representing</u></p> <ul style="list-style-type: none"> <li>▪ Situational Writing → Speech</li> <li>▪ Continuous Writing → Discursive Essay</li> </ul> <p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>▪ Editing Practices (Subject-Verb Agreement, Tenses, Prepositions, Verb Forms, Word Forms)</li> </ul>	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>▪ use contextual clues make predictions</li> <li>▪ scan for specific information</li> <li>▪ make inferences</li> <li>▪ draw conclusions</li> <li>▪ make generalisations</li> <li>▪ paraphrase information</li> <li>▪ summarise essential ideas</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>Weighted Assessment</u> Continuous Writing (Discursive)</p>

2	<p><b>Reading &amp; Viewing</b></p> <ul style="list-style-type: none"> <li>▪ Narrative Text Comprehension</li> <li>▪ Visual Text Comprehension</li> <li>▪ Factual Text Comprehension</li> </ul> <p><b>Writing &amp; Representing</b></p> <ul style="list-style-type: none"> <li>▪ Situational Writing → Speech (Review)</li> <li>▪ Continuous Writing → Argumentative</li> </ul> <p><b>Speaking &amp; Representing</b></p> <ul style="list-style-type: none"> <li>▪ Reading Aloud</li> <li>▪ Spoken Interaction</li> <li>▪ Public Speaking Skills</li> </ul> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>▪ Editing Practices</li> </ul>	<p><b>Reading &amp; Viewing</b></p> <ul style="list-style-type: none"> <li>▪ use contextual clues make predictions</li> <li>▪ scan for specific information</li> <li>▪ make inferences</li> <li>▪ draw conclusions</li> <li>▪ make generalisations</li> <li>▪ paraphrase information</li> <li>▪ summarise essential ideas</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>▪ Make a stand</li> <li>▪ Use support strategies to support the writer's stand</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>Weighted Assessment</b> Comprehension</p> <p><b>June Holiday Homework</b></p>
3	<p><b>Reading &amp; Viewing</b></p> <ul style="list-style-type: none"> <li>▪ Narrative Text Comprehension</li> <li>▪ Visual Text Comprehension</li> <li>▪ Factual Text Comprehension</li> </ul> <p><b>Writing &amp; Representing</b></p> <ul style="list-style-type: none"> <li>▪ Situational Writing → Formal Email</li> </ul>	<p><b>Reading &amp; Viewing</b></p> <ul style="list-style-type: none"> <li>▪ use contextual clues make predictions</li> <li>▪ scan for specific information</li> <li>▪ make inferences</li> <li>▪ draw conclusions</li> </ul>

	<ul style="list-style-type: none"> <li>Continuous Writing → Argumentative Essay (Review)</li> </ul> <p><b><u>Speaking &amp; Representing</u></b></p> <ul style="list-style-type: none"> <li>Intra-Class Debate</li> <li>Inter-Class Debate</li> </ul> <p><b><u>Listening &amp; Viewing</u></b></p> <ul style="list-style-type: none"> <li>Listening Comprehension Exam Components</li> </ul> <p><b><u>Grammar Focus</u></b></p> <ul style="list-style-type: none"> <li>Editing Practices</li> </ul>	<ul style="list-style-type: none"> <li>make generalisations</li> <li>paraphrase information</li> <li>summarise essential ideas</li> </ul> <p><b><u>Writing &amp; Representing</u></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><u>Speaking and Representing</u></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><u>Weighted Assessment</u></b></p> <p>Comprehension</p>
4	<p><b><u>Reading &amp; Viewing (REVISION)</u></b></p> <ul style="list-style-type: none"> <li>Narrative Text Comprehension</li> <li>Visual Text Comprehension</li> <li>Factual Text Comprehension</li> </ul> <p><b><u>Writing &amp; Representing (REVISION)</u></b></p> <ul style="list-style-type: none"> <li>Situational Writing → Speech / Formal Email</li> <li>Continuous Writing → Discursive / Argumentative Essay</li> </ul> <p><b><u>Listening &amp; Viewing (REVISION)</u></b></p> <ul style="list-style-type: none"> <li>Listening Comprehension Exam</li> </ul> <p><b><u>Grammar (REVISION)</u></b></p> <ul style="list-style-type: none"> <li>Editing Practices</li> </ul>	<p><b><u>Reading &amp; Viewing</u></b></p> <ul style="list-style-type: none"> <li>use contextual clues make predictions</li> <li>scan for specific information</li> <li>make inferences</li> <li>draw conclusions</li> <li>make generalisations</li> <li>paraphrase information</li> <li>summarise essential ideas</li> </ul> <p><b><u>Writing &amp; Representing</u></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</li> </ul>

		<ul style="list-style-type: none"><li>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>
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