

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.		Reading Programme Literary Appreciation
Term	Learning Experiences (chapter, activity)	Learning Outcomes & Assessment
1	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Passages (focus on Transitional words)</li> <li>Speeches</li> </ul> <p><u>Writing &amp; Representing</u></p> <ul style="list-style-type: none"> <li>Guided writing for Speech</li> <li>Paper 2 Components (Language in Spoken Context and Modified Cloze I &amp; II)</li> </ul> <p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>Editing Practices (Subject_Verb Agreement, Tenses, Prepositions)</li> <li>Formal vs Informal Language</li> <li>Pronouns</li> <li>Transitional words</li> </ul>	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Expand repertoire of transitional words.</li> <li>Explore different types of speeches</li> </ul> <p><u>Writing &amp; Representing</u></p> <ul style="list-style-type: none"> <li>Plan and write a speech by identifying the purpose, audience and context (which determine register and tone)</li> <li>Use support strategies (e.g., personal anecdotes, attention grabber)</li> <li>Select main points from text given</li> <li>Paraphrase and elaborate on the points (by giving examples)</li> </ul>
2	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Reviews (movie and book reviews)</li> <li>Focus: Vocabulary</li> </ul> <p><u>Writing &amp; Representing</u></p>	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Expand repertoire of vocabulary, especially those expressing opinions.</li> <li>Explore different types of reviews (such as movie, book and even product reviews)</li> </ul> <p><u>Writing &amp; Representing</u></p>

	<ul style="list-style-type: none"> <li>Functional writing → Review (Blog Post, Song, Book)</li> <li>Paper 2 Components (Comprehension I and Comprehension II)</li> </ul> <p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>Editing Practices (SVA, Tenses, Prepositions, Verb form, to-infinitive)</li> <li>Formal vs Informal Language</li> <li>Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write a review by identifying the purpose, audience and context <ul style="list-style-type: none"> <li>Present opinions clearly and convincingly</li> <li>Select main points from text given</li> <li>Paraphrase and elaborate on the points (by giving examples)</li> </ul> </li> </ul>
3	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Passages (focus on Adjectives)</li> <li>Review and Recommendation</li> </ul> <p><u>Writing &amp; Representing</u></p> <ul style="list-style-type: none"> <li>Functional writing → Review</li> <li>Paper 2 Components (Comprehension)</li> </ul> <p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>Editing Practices (SVA, Tenses, Prepositions)</li> <li>Formal vs Informal Language</li> <li>Adjectives</li> </ul>	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Utilise adjectives so as to convince.</li> <li>Explore different types of reviews</li> </ul> <p><u>Writing &amp; Representing</u></p> <ul style="list-style-type: none"> <li>Plan and write a speech by identifying the purpose, audience and context (which determine register and tone) <ul style="list-style-type: none"> <li>Use strategies to convince (e.g. testimonials, ratings)</li> <li>Select main points from text given</li> <li>Paraphrase and elaborate on the points (by giving examples)</li> </ul> </li> </ul>
4	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Passages (focus on Adjectives)</li> <li>Formal letter of Complaint</li> </ul>	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>Utilise adjectives which expresses displeasure (but not emotive).</li> <li>Explore different types of Formal Letters.</li> </ul>

	<p><u>Writing &amp; Representing</u></p> <ul style="list-style-type: none"> <li>- Guided writing → Letter of Complaint</li> <li>- Paper 2 Components</li> </ul> <p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Editing Practices (SVA, Tenses, Prepositions)</li> <li>- Formal vs Informal Language</li> <li>- Adjectives</li> <li>- Transitional words</li> </ul>	<p><u>Writing &amp; Representing</u></p> <ul style="list-style-type: none"> <li>▪ Plan and write a speech by identifying the purpose, audience and context (which determine register and tone) <ul style="list-style-type: none"> <li>○ Use strategies to express displeasure (e.g. anecdotes, ratings)</li> <li>○ Select main points from text given</li> <li>○ Paraphrase and elaborate on the points (by giving examples)</li> </ul> </li> </ul>
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