

Si Ling Primary School  
Primary 2 English Language Assessment Plan

Skills	Term 1	Term 2	Term 3	Term 4
Listening & Viewing	<p><b>Listening Practice</b> <i>LO: Listen attentively and identify relevant information.</i> <u>Part A</u> Picture Matching – 5 questions 5 pictures – 5 sets of instructions with 3 options Or A scene / set of pictures – a set of instructions for students to circle or tick <u>Part B</u> Sound Discrimination – 5 questions Identify the word with the same beginning sound out of the 4 options.</p> <p>Note: Topic and phonemes should have been taught in Term 1</p>	<p><b>Listening Practice</b> <i>LO: Listen attentively and identify relevant information.</i> <u>Part A</u> Picture Matching – 5 questions 5 pictures – 5 sets of instructions with 3 options Or A scene / set of pictures – a set of instructions for students to circle or tick <u>Part B</u> Sound Discrimination – 5 questions Identify the word with the same beginning sound out of the 4 options.</p> <p>Note: Topic and phonemes should have been taught in Term 2</p>	<p><b>Listening Practice</b> <i>LO: Listen attentively and identify relevant information.</i> <u>Part A</u> Picture Matching – 5 questions 5 pictures – 5 sets of instructions with 3 options Or A scene / set of pictures – a set of instructions for students to circle or tick <u>Part B</u> Sound Discrimination – 5 questions Identify the word with the same beginning sound out of the 4 options.</p> <p>Note: Topic and phonemes should have been taught in Term 2</p>	<p><b>Listening Practice</b> <i>LO: Listen attentively and identify relevant information.</i> <u>Part A</u> Picture Matching – 5 questions 5 pictures – 5 sets of instructions with 3 options Or A scene / set of pictures – a set of instructions for students to circle or tick <u>Part B</u> Sound Discrimination – 5 questions Identify the word with the same beginning sound out of the 4 options.</p> <p>Note: Topic and phonemes should have been taught in Term 2</p>
Reading & Viewing	<p><b>Reading Practice</b> <i>LO: Read multi-syllabic words accurately.</i>  <i>Read aloud Primary 2 texts with accuracy, fluency and expression.</i> Assessment Tool: <b>Reading A-Z</b></p>	<p><b>Reading Practice</b> <i>LO: Read multi-syllabic words accurately.</i>  <i>Read aloud Primary 2 texts with accuracy, fluency and expression.</i> Assessment Tool: <b>Reading A-Z</b></p>	<p><b>Reading Practice</b> <i>LO: Read multi-syllabic words accurately. Read aloud Primary 2 texts with accuracy, fluency and expression.</i>  Assessment Tool: <b>Reading A-Z</b> <b>Benchmark Passage</b></p>	<p><b>Reading Practice</b> <i>LO: Read multi-syllabic words accurately. Read aloud Primary 2 texts with accuracy, fluency and expression.</i>  Assessment Tool: <b>Reading A-Z</b> <b>Benchmark Passage</b></p>

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	<p><b>Benchmark Passage Level G</b> including Fluency and Expression rubric</p>	<p><b>Benchmark Passage Level I</b> including Fluency and Expression rubric</p>	<p><b>Level K</b> including Fluency and Expression rubric</p> <p><i>LO: Understand Primary 2 texts and are able to identify the big ideas in the texts and recall sequence of main events.</i></p> <p>Assessment Tool: <b>Section D of Language Practice</b></p>	<p><b>Level M</b> including Fluency and Expression rubric</p> <p><i>LO: Understand Primary 2 texts and are able to identify the big ideas in the texts and recall sequence of main events.</i></p> <p>Assessment Tool: <b>Section D of Language Practice</b></p>
Speaking & Representing		<p><b>Oracy</b></p> <p><i>LO: Speak clearly to express their thoughts, feelings and ideas. Build on others' ideas in the conversations or discussions respectfully.</i></p> <p><b>Holistic observation</b> of student's oracy skills during lesson discussions/SBA.</p>	<p><b>Drama - Script</b></p> <p><i>LO: Build on others' ideas in the conversations or discussions respectfully.</i></p> <p><b>Group discussion</b> – craft script for drama presentation.</p>	<p><b>Drama Presentation</b></p> <p><i>LO: Build on others' ideas in the conversations or discussions respectfully.</i></p> <p><b>Group/Class Drama presentation</b> on stage with the P2 level as audience.</p>
Writing & Representing	<p><b>Spelling</b></p> <p><i>LO: Apply basic spelling strategies using knowledge about phonic elements and spelling rules.</i></p> <p>Assessment tool: <b>Spelling 4 to 7</b></p>	<p><b>Spelling &amp; MLEA3</b></p> <p><i>LO: Apply basic spelling strategies using knowledge about phonic elements and spelling rules.</i></p> <p><i>LO: Write short paragraphs to recount</i></p>	<p><b>Spelling</b></p> <p><i>LO: Apply basic spelling strategies using knowledge about phonic elements and spelling rules.</i></p> <p>Assessment Tool: <b>Spelling 12 to 15</b></p>	<p><b>Spelling &amp; MLEA3</b></p> <p><i>LO: Apply basic spelling strategies using knowledge about phonic elements and spelling rules.</i></p> <p><i>LO: Write short paragraphs to recount</i></p>

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		<i>appropriately sequenced events, describe details, and use tenses and connectors accurately.</i> Assessment Tool: <b>Unit 5 The Growl MLEA 3</b>		<i>appropriately sequenced events, describe details, and use tenses and connectors accurately.</i> Assessment Tool: <b>Unit 9 The Willy &amp; Hugh MLEA 3</b>
Language Use	<b>Language Practice</b>  <b>20 Questions</b> (A) Grammar - 4 questions (MCQ/FIB/Matching)  (B) Vocabulary - 4 questions (MCQ/FIB/Matching)  (C) Spelling – 4 questions  (D) Comprehension - 8 questions (MCQ/FIB/Sequencing/True or False)	<b>Language Practice</b>  <b>20 Questions</b> (A) Grammar - 4 questions (MCQ/FIB/Matching)  (B) Vocabulary - 4 questions (MCQ/FIB/Matching)  (C) Spelling – 4 questions  (D) Comprehension - 8 questions (MCQ/FIB/Sequencing/True or False)	<b>Language Practice</b>  <b>20 Questions</b> (A) Grammar - 4 questions (MCQ/FIB/Matching)  (B) Vocabulary - 4 questions (MCQ/FIB/Matching)  (C) Spelling – 4 questions  (D) Comprehension - 8 questions (MCQ/FIB/Sequencing/True or False)	<b>Language Practice</b>  <b>20 Questions</b> (A) Grammar - 4 questions (MCQ/FIB/Matching)  (B) Vocabulary - 4 questions (MCQ/FIB/Matching)  (C) Spelling – 4 questions  (D) Comprehension - 8 questions (MCQ/FIB/Sequencing/True or False)

## Reading Practice

Total words: \_\_\_\_\_

Errors (include skipped words): \_\_\_\_\_

Words correct: \_\_\_\_\_

	<b>Exceeding</b>	<b>Achieving</b>	<b>Developing</b>	<b>Beginning</b>
<b>Pace</b>	Reads at conversational pace throughout the reading	Reads fast and slow throughout reading	Reads moderately slow	Reads slowly and laboriously.
<b>Expression</b>	Reads with varied voice tones to convey emotions of characters or story events	Reads with some appropriate voice tones to convey emotions of characters or story events.	Reads with little variety in voice tones to convey emotions of characters or story events.	Reads word by word in a monotonous voice.