

# WRITERS AT WORK

Leading Writing & English Enrichment

## WRITERS AT WORK Primary 4 Curriculum

consists of a repertoire of writing formats where students learn to write more detailed compositions and other procedural texts. This comprehensive programme also includes the **English Language section** where we teach other important components tested in Paper 2 - grammar rules, vocabulary, sentence formation, synthesis and transformation, comprehension reading and writing. The upper primary curriculum is designed to build students' exam stamina and prepare for PSLE in 2 years' time.

## PRIMARY 4

**COMPREHENSIVE ENGLISH**  
PROGRAMME



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## Components Covered

### Paper 1

> Composition

### Paper 2

> Grammar

> Vocabulary

> Vocabulary Cloze

> Visual Text Comprehension

> Grammar Cloze

> Editing

> Comprehension Cloze

> Synthesis and Transformation

> Comprehension Open-Ended

### Oral

> Stimulus-Based Conversation



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# Sample English Materials

## Past Perfect Continuous Tense

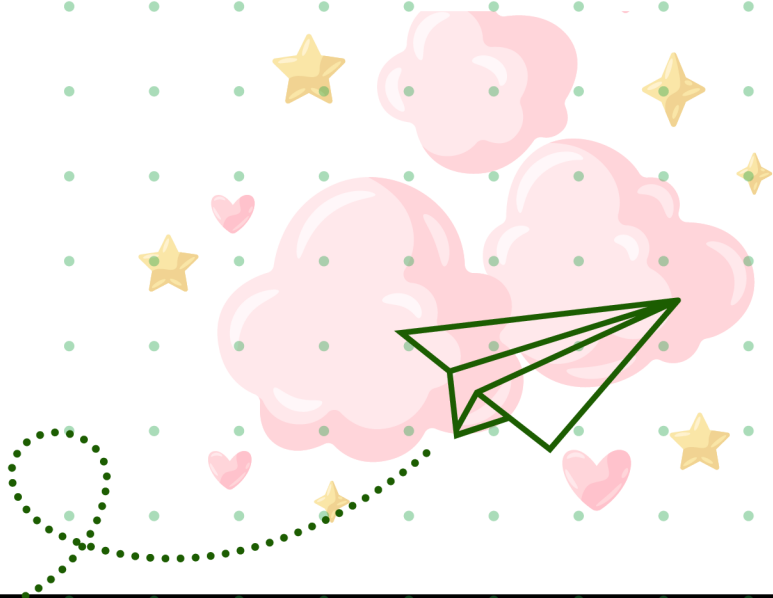
### FORM

[had + been + present participle]

We use past perfect continuous tense for activities that began before a point of time and were still continuing at that point of time.

Examples:

- They **had been talking** for over an hour before Tony arrived.
- She **had been working** at that company for three years when it went out of business.
- How long **had you been waiting** to get on the bus?
- Mike wanted to sit down because he **had been standing** all day at work.
- Jason was tired because he **had been jogging**.
- Sam gained weight because he **had been overeating**.
- Betty failed the final test because she **had not been attending** class.
- Chef Jones **had been preparing** the restaurant's fantastic dinners for two years before he moved to Paris.





# Chocolate Brownies

Watch the video and answer the following questions.

A. There is something wrong with the title 'Chocolate Brownie'. Choose the most appropriate title from the list below and tick its box.

1) How to make delicious brownies.

☐

2) How to do delicious chocolate brownies.

☐

3) How to make delicious chocolate brownies.

☐

B. Let's make our brownies. What quantities are needed?

| Quantities           |          | Ingredients     |
|----------------------|----------|-----------------|
| <input type="text"/> | number   | eggs            |
| <input type="text"/> | gram     | cocoa powder    |
| <input type="text"/> | gram     | butter          |
| <input type="text"/> | teaspoon | baking soda     |
| <input type="text"/> | teaspoon | baking powder   |
| <input type="text"/> | gram     | castor sugar    |
| <input type="text"/> | gram     | plain flour     |
| <input type="text"/> | packet   | chocolate chips |
| <input type="text"/> | drops    | vanilla         |





# Sample English Materials

## Comprehension Open-ended

Read the passage carefully and answer the questions that follow. Write your answers in complete sentences.

A strange illness left Helen Keller completely blind and deaf when she was nineteen months old. She soon got used to the dark and silent world around her. However, as she was unable to communicate with others, she often threw tantrums and became impossible to control. Her parents engaged a teacher, Annie Sullivan, who was then nineteen, from an institution for the blind to teach Helen. The two soon became very good friends.

5

One day, Annie held Helen's hand under running water while tracing out the letters w-a-t-e-r onto the back of her hand. Suddenly, Helen understood that water referred to the cool liquid flowing through her fingers. A new world had opened up for Helen!

1. What caused Helen Keller to become completely blind and deaf?

---

---

2. Why did Helen's parents engage a teacher for her?

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# Sample English Materials

## Oral Suggested Response – Joy of Reading

- Look at the picture. What do you think it is about?

### GENERAL FRAMEWORK

|           |                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Point     | STATE what you see in the poster.                                                                                                          |
| Elaborate | Explain more using <b>T</b> (Title), <b>S</b> (Subtitle), <b>O</b> (Organiser's aim)<br>Relate back to the <b>KEY WORDS</b> in the poster. |
| Evidence  | Provide some personal experiences as evidence. Tell the examiner what you know about the context.                                          |
| Link      | Link back to the point and state what the poster is about.                                                                                 |

### SUGGESTED RESPONSE FRAMEWORK

|           |                                                                                                                                             |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Point     | This poster is about a book donation drive                                                                                                  |
| Elaborate | The poster is put up to encourage the general public to ...to a charity of their choice. These books can be left in... for children to read |
| Evidence  | Reading is depicted to be an activity that will ...                                                                                         |
| Link      | The poster thus hopes to ...                                                                                                                |



# WRITING (Lesson Flow)

- **Revise and Recap** (*weekly quiz based on previous lesson*)
- Trigger Activity (book, craft etc)
- Discussion of compo question and pictures
- Planning using C.A.F.E
- Writing (with the help of phrases)
- A **vocabulary list** is issued
- Students study for **Revise and Recap** at home (*to be tested the following week*)
- Homework (Draft 2s may be issued)

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# Sample Writing Materials

## Continuous Writing Composition Question (20 marks)

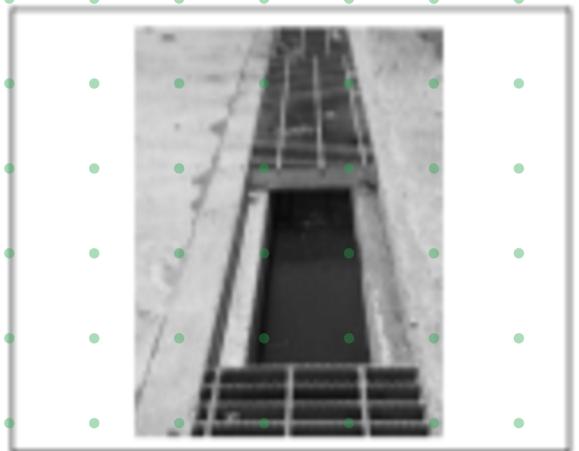
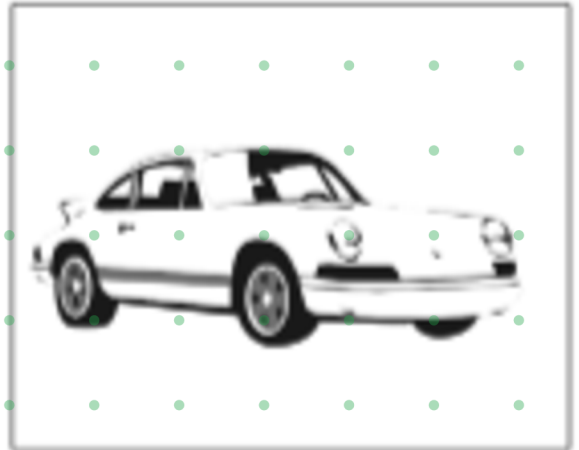
Write a composition of at least 150 words about an unfortunate incident.

The pictures, not arranged in sequence, are provided to help you think about this topic. Your composition should be based on one, two or all of these pictures.

Consider the following points when you plan your composition:

- What was the unfortunate incident?
- Who was involved?
- What happened in the end?

You may use the points in any order and include any other relevant points as well.



**W@W**

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# Sample Writing Materials

## Story Development Using CAFÉ Curve

Use the story plot curve to plan your story carefully.

Write a composition of at least 150 words about an unfortunate incident.

| CLIMAX |                                                                     |
|--------|---------------------------------------------------------------------|
| C:     | Jimmy                                                               |
| A:     | Stepped onto the gravel road without checking for oncoming vehicles |
| F:     | In high spirits → shocked                                           |
| E:     | Road                                                                |

| PROBLEM |                                 |
|---------|---------------------------------|
| C:      | Jimmy                           |
| A:      | chatting on the phone with Rick |
| F:      | Tired → jovial                  |
| E:      | Pavement                        |

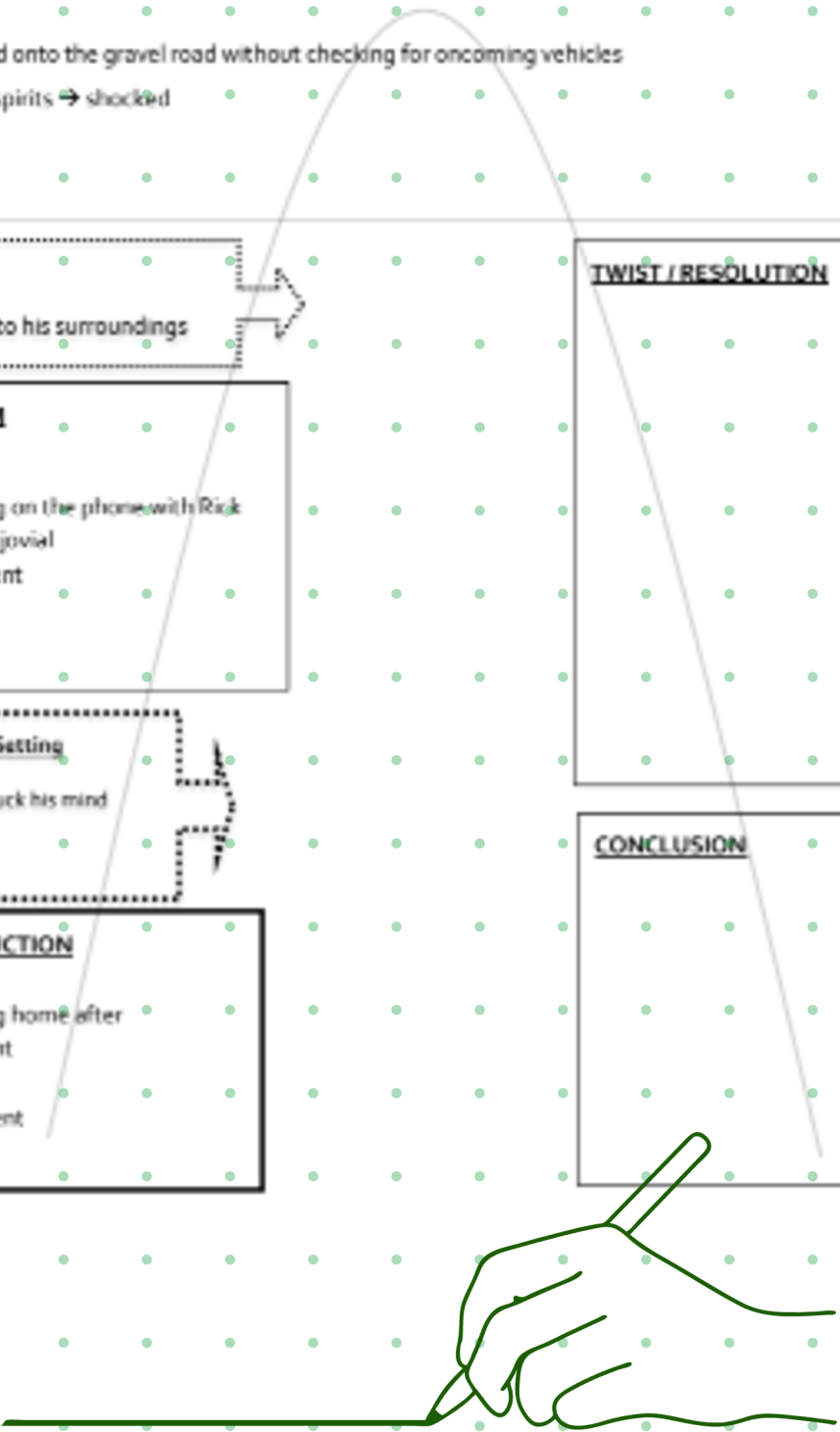
| INTRODUCTION |                               |
|--------------|-------------------------------|
| C:           | Jimmy                         |
| A:           | Walking home after enrichment |
| F:           | tired                         |
| E:           | Pavement                      |

| TWIST / RESOLUTION |  |
|--------------------|--|
|--------------------|--|

| CONCLUSION |  |
|------------|--|
|------------|--|

Reaction  
Oblivious to his surroundings

Suspense Setting  
An idea struck his mind



# Sample Writing Materials

## Supplementary Reading: Components of a Good Story Plot

Let us discuss the key components that should be present in a good story plot.

Write a composition of at least 150 words about camping.

Writing is not only an art, but also a science that can be boiled down to a simple formula with 5 key components that form a story plot. A good story plot can create tension and suspense for the readers and motivate them to continue reading till the end. With a solid plot, readers will follow the characters as they progress through the story. Let us learn the key components of WR!TERS@WORK composition curve.

| Components                     | What do they mean?                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction<br>(Hook)         | <p>The purpose of a good introduction is to engage the readers and get them to continue reading.</p> <p><b>In the introduction, you must describe the setting, introduce the characters, and prepare your readers for the action to come.</b></p>                                                                                                |
| Build Up /<br>Rising Action    | <p>The purpose of the rising action is to build suspense for the readers and move the plot towards the climax .</p> <p><b>You must write about a series of events, conflicts, problems, challenges or decisions by the main character(s) that lead up to a final decision of great significance.</b></p>                                         |
| Climax                         | <p>The purpose of climax is to resolve the readers' curiosity about the characters' dilemma in rising action.</p> <p><b>The climax is usually where the most exciting or important actions occur. It is the tipping point where tensions are at their highest and the reveal of the main character reaches—or fails to reach—their goal.</b></p> |
| Resolution /<br>Falling Action | <p>The purpose of resolution is to deescalate the tension and ease readers into the conclusion of the story.</p> <p><b>A good resolution can be a scene or series of scenes that tie up the loose ends of the characters' actions / feelings before the end of the story.</b></p>                                                                |
| Conclusion /<br>Moral of Story | <p>The purpose of conclusion is to give the reader a sense of satisfaction and completion. The conclusion of a story is as important as the beginning.</p> <p><b>A good conclusion should help readers see things differently or enrich their lives in some way. It is a gift to the readers.</b></p>                                            |



# Sample Writing Materials

## Reading & Writing

*Learn to use the good phrases provided to write your composition.*

Write a composition of at least 150 words about drowning.

### Paragraph 1 of 'Splish Splash Splosh': Introduction

*Letting out a wide grin, Charlie kicked the welcoming water as he walked along the side of the pool. It was evident that he could not wait to start swimming. The invigorating water was too tempting. Charlie urged me to get changed. "It's time to have a blast!" Charlie chirped as he ran along.*

*"You must wait for me to head to the pool together," I gave Charlie firm instructions just right before he entered the toilet. The last I saw was Charlie's disappearing back as he scampered into the nearest changing room.*



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# Sample Writing Materials



## Vocabulary List – A Jolly Good Time

*Read the words and phrases carefully and learn how to spell them.*

1. "Penguin calling to Sparrow. The Eagle is on the way," the lookout whispered into the walkie-talkie.
2. Immediately, the students scampered and hid behind the trees that flanked the entrance of the carnival.
3. "SURPRISE!" the whole class roared vivaciously as they sprinted towards the two teachers.
4. Instantly, shiny confetti rained upon the head of the stunned lady standing at the entrance of the carnival.
5. Shock gave way to comprehension the moment she espied the balloons with the words "We'll miss you."

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## CONTACT US



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# PRIMARY 4

**COMPREHENSIVE ENGLISH  
PROGRAMME**



## Important Disclaimer for Students and Parents [Regular Programmes]

### 1. Coverage of Materials

Due to time constraints and the intensive nature of our regular programmes, our teachers may not be able to cover every single question or section found in the provided notes during class time. Lessons are structured to prioritise the most critical learning objectives for each session.

### 2. Supplementary Content

Some sections of the student notes are marked as supplementary material. These are designed for independent post-class revision to reinforce learning and stretch students who wish to go the extra mile. These sections may not be taught during lessons but are valuable tools for self-study and additional review at home.

### 3. Individual Learning Differences

Every student learns at a different pace and through different styles. While our teachers are trained to deliver effective and engaging lessons, individual students may process and absorb the content differently. Students are strongly encouraged to do post-lessons' review and revision at home to complement classroom instruction.

### 4. Expectation Management

Results and improvements may vary based on each student's learning abilities, starting point, engagement level, and initiative in doing self-revision.



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