



# 2024 P1/P2 Parents Seminar

Thursday, 1 February 2024



# AGENDA

- Principal's Address
- Learn for Life
  - Curriculum & School-based Assessment
  - Student Awards
- Reminders & Alerts
- P1/P2 Academic Subject Learning
  - EL
  - Math
  - MTL



# *Principal's Address*



# Principal's Opening Address

**Forging a partnership based on Mutual Trust and Respect**

- ✓ **Be Supportive**
- ✓ **Respect the Teacher's Role**
- ✓ **Listen to Understand**
- ✓ **Avoid Blaming and Criticising**
- ✓ **Support School Policies**
- ✓ **Lead by Example**



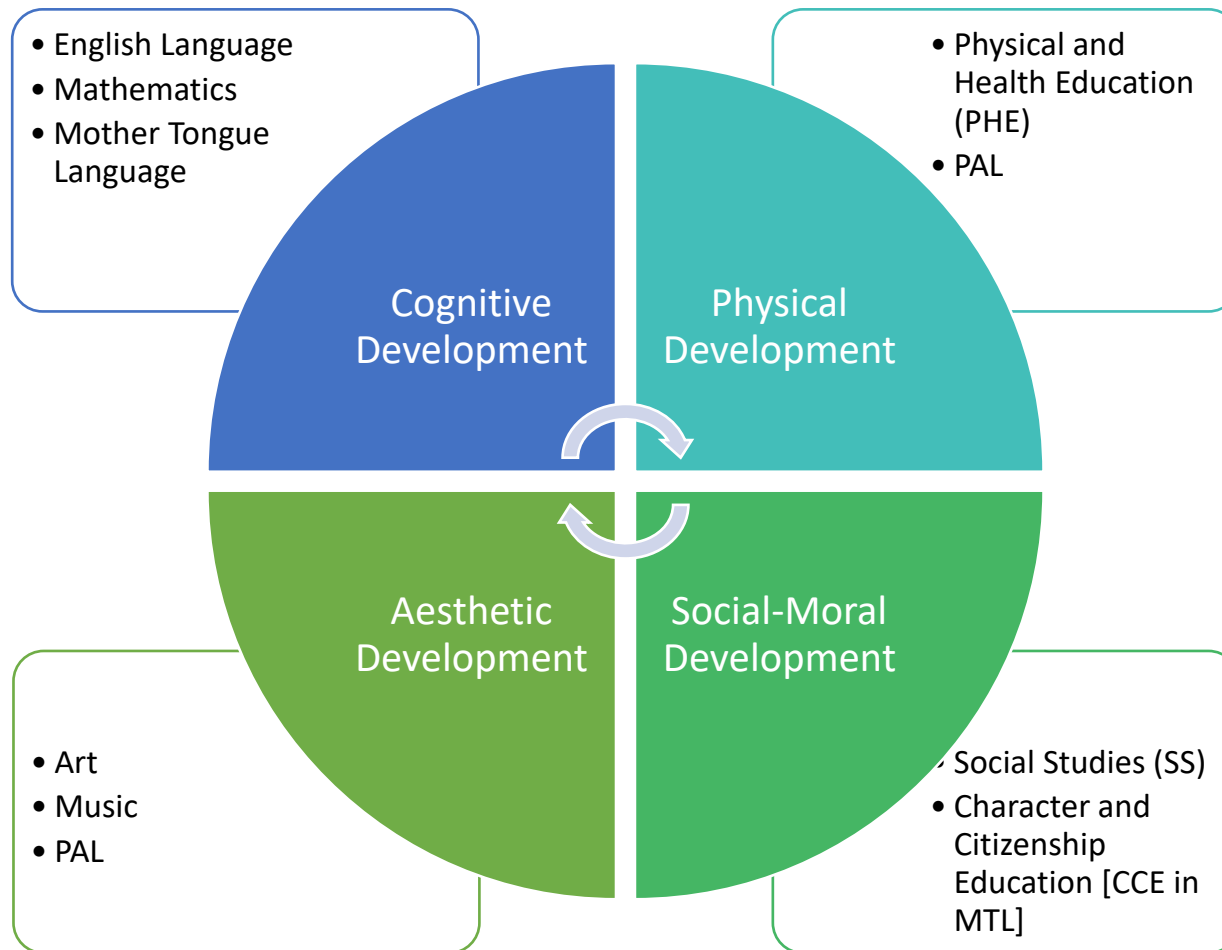




# *Learn for Life*

## Curriculum & School-based Assessment Student Awards

# The P1 and P2 Curriculum



## Notes

1. Science is formally learnt from P3 onwards.
2. Literacy and numeracy are the focuses for P1/P2.
3. At P1/P2, there are Learning Support Programmes for English Language and Mathematics.

# P1/P2 Curriculum Time Allocation

Subjects	Curriculum Time	Periods
English Language	7h 30min	15 (30min) periods
CL/ML/TL	6h	12 (30min) periods
CCE in CL/ML/TL	1h	2 (30min) periods
Mathematics	4h 30min	9 (30min) periods
Science	---	---
Social Studies	30min	1 (30min) period
Art	1h	2 (30min) periods
Music	1h	2 (30min) periods
PE and HE	2h	4 (30min) periods
Assembly/FTGP	1h	2 (30min) periods
PAL	1h 30min	3 (30min) periods
Recess	2h 30min	5 (30min) periods



# The P1 and P2 Curriculum Experience

*Confidence, Curiosity, Communication, Cooperation*



# SBA Changes: Through the Years

## Before 2019

### P1

> No examination, but weighted assessments are conducted throughout the year

### P2

> Weighted assessments throughout the year and year-end exam

### P3-6

> Mid-Year Exam (MYE) and End-of-Year Examination (EYE) in addition to weighted assessments throughout the year

### Secondary level

> Most schools conduct MYE and EYE in addition to weighted assessments throughout the year

## From 2019

### P1 & P2

> Removal of all weighted assessments (including P2 EYE)

### S1

> Removal of MYE

### From P3 to S4/5

> Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to MYE and EYE at levels where this is applicable

## From 2020 or 2021

### P3, P5, S3

> Removal of MYE

## From 2022 or 2023

### P4, P6, S2, S4/5

> Removal of MYE

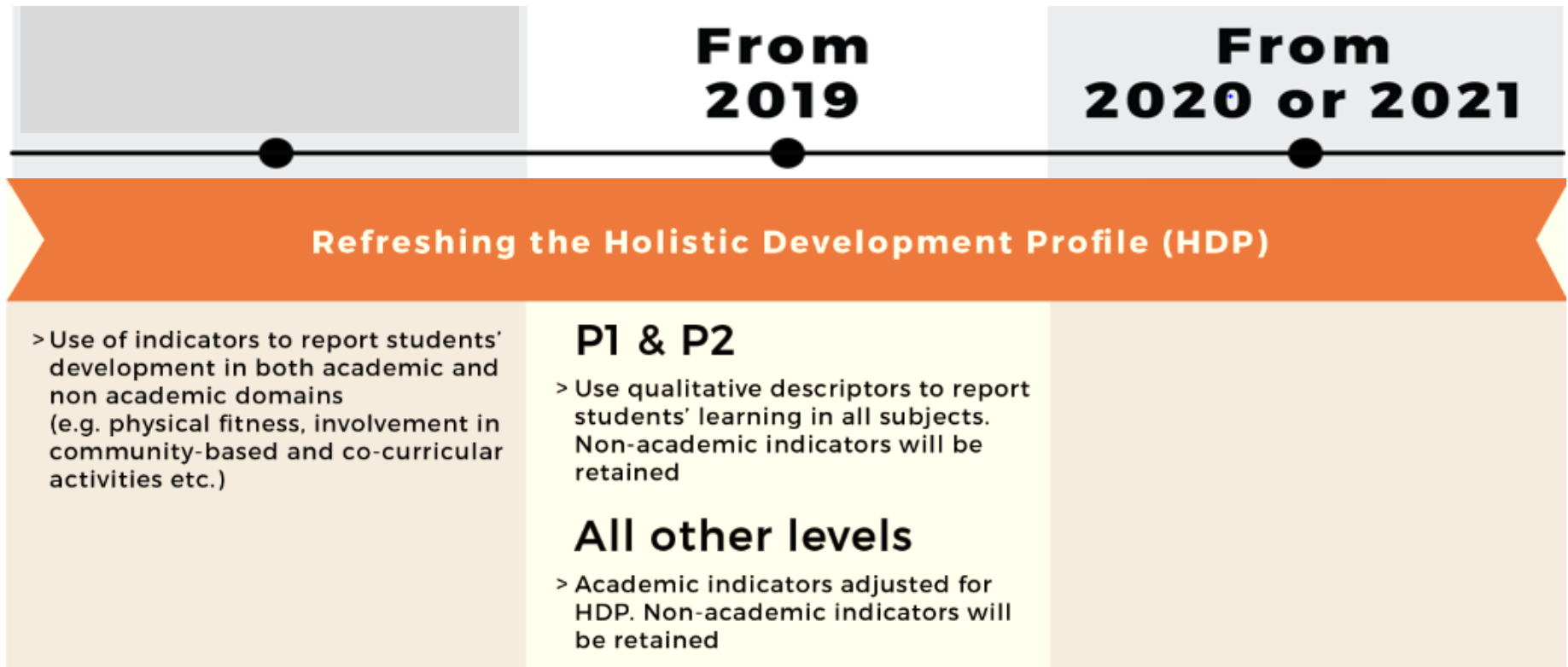
## Adjusting School-based Assessment Structures



Image adapted from MOE Singapore Facebook, <https://www.facebook.com/moesingapore/posts/10157686745832004>



# SBA Changes: Through the Years





## **With these changes, students will:**

- have more time and space to deepen learning
- better enjoy the process of learning
- develop dispositions for lifelong learning

# No Weighted Assessments at P1/P2

- Ensuring a smoother transition from K2 to P1
- Reducing anxiety and stress
- Enhancing the joy of learning
- Nurturing greater intrinsic motivation to learn
- Focusing on building a strong foundation of skills and values
- Providing information on learning progress
- Providing richer feedback on and a complete picture of the child's development



**Don't focus only on results**

Encourage them to pursue their strengths,  
interests and try new things.





## Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.





## **As parents, you can:**

- encourage Joy of Learning by not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



## Let your child know ...

- **Academic grades and scores are not the only indicators of your success.** Instead, you should learn to acquire deep knowledge and skills.
- You should use the time freed up from having to prepare for tests and examinations to deepen your learning and **develop your strengths and interests.**

# School-Based Assessment

## P1 / P2 Learning Outcomes

- English Language
- Mathematics
- Mother Tongue Language
- Physical Education
- Art
- Music
- Social Studies

# School-Based Assessment

## Example of Academic Learning Outcomes

Subject	Primary 1	Primary 2
Mathematics	<ol style="list-style-type: none"><li>1) Understand numbers up to hundred.</li><li>2) Understand addition and subtraction.</li><li>3) Add and subtract numbers.</li><li>4) Understand multiplication and division.</li><li>5) Identify, name, describe and sort shapes.</li><li>6) Tell time to the hour/half hour.</li><li>7) Measure and compare lengths using everyday objects.</li><li>8) Read and interpret picture graphs.</li></ol>	<ol style="list-style-type: none"><li>1) Understand numbers up to thousand.</li><li>2) Solve mathematical problems involving addition and subtraction.</li><li>3) Multiply and divide numbers within multiplication tables.</li><li>4) Identify, name, describe and sort shapes and objects.</li><li>5) Tell time to 5 minutes.</li><li>6) Compare and order objects by length, mass or volume.</li><li>7) Read and interpret picture graphs with scales.</li><li>8) Understand fractions.</li></ol>

# School-Based Assessment

## Example of Non-Academic Learning Outcomes

Subject	Primary 1	Primary 2
Art	<ol style="list-style-type: none"><li>1) Identify simple visual qualities in what they see around them.</li><li>2) Ask questions about what they see.</li><li>3) Draw from their imagination and observation.</li><li>4) Play with a variety of materials and tools to make art.</li><li>5) Share their imagination, thoughts and feelings through artmaking.</li><li>6) Show interest in looking at a variety of artworks.</li><li>7) Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion.</li></ol>	Same Learning Outcomes as P1



# School-Based Assessment

## Levels of Attainment

Level 1	Level 2	Level 3	Level 4
Starting	Approaching	Meeting	Exceeding



# **2024 Student Awards (Academic)**

## **2024 Student Awards (Non-Academic)**



# P1/P2 School-based Awards

## About Awards

- The P1/P2 School-based Awards is in line with Learning Dispositions. The school awards have no criterion on citizenship status.
- The teachers' collective professional judgement is key.

# Academic Awards (School): Star Learner & Gem Learner Award

## Star Learner

**P1/2/3**

Attainment in  
Perseverance,  
Adaptability and  
Enthusiasm (PAE)

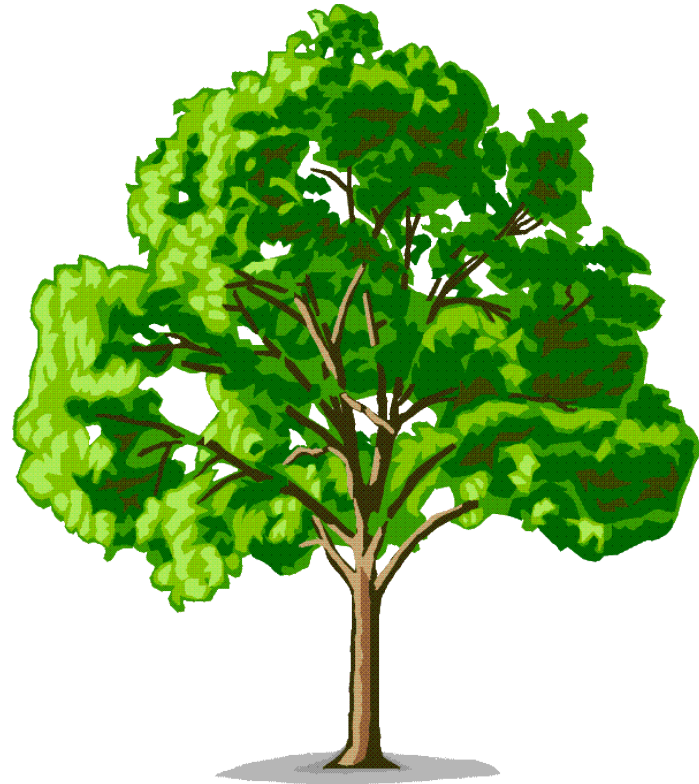
## Gem Learner

**P1/2/3**

Improvement in Perseverance, Adaptability and Enthusiasm  
(PAE)

# P1/P2 School-based Awards

## Star Learner Award



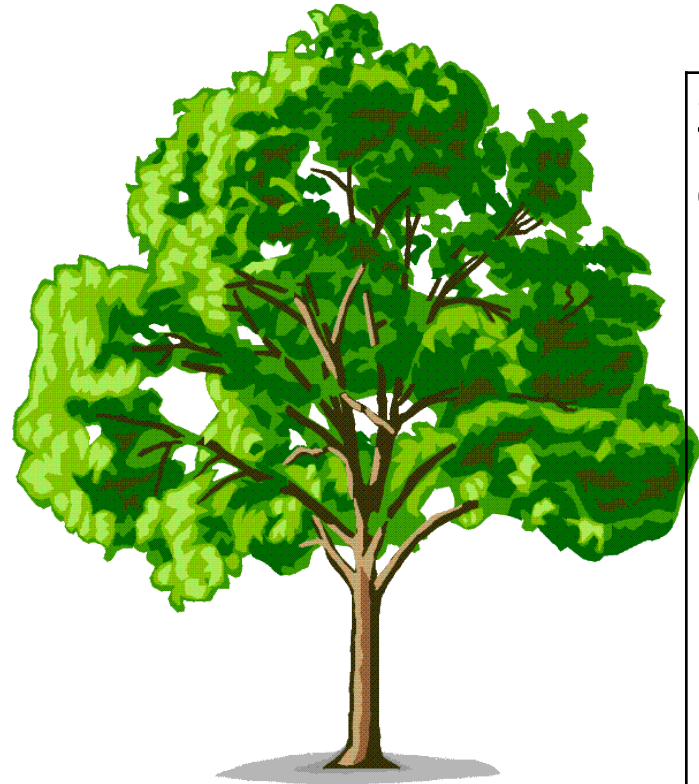
### School Guidelines

- 10 per P1/P2 Class regardless of Citizenship.
- Baseline: Attainment in Perseverance, Adaptability and Enthusiasm
- Recipients of P1/P2 MOE EMB will be selected from the recipients of Star Learner Award. (Singapore Citizen only).



# P1/P2 School-based Awards

## Gem Learner Award



### School Guidelines

- 5 per P1/P2 Class regardless of Citizenship.
- Baseline: Improvement in Perseverance, Adaptability and Enthusiasm
- Recipients to be different from “Star Learner Award”
- Recipients of P2 MOE Edusave GPA will be selected from the recipients of Gem Learner Award. (Singapore Citizen only)

# Academic Awards (School): P1/2 Star Learner

## Academic Awards (School): P1/2 Gem Learner Award

No.	SPARKLE Value	Actions/Behaviours
1.	Perseverance <ul style="list-style-type: none"><li>Resilience and grit</li></ul>	<ul style="list-style-type: none"><li>The student works independently.</li><li>The student works towards learning goals in a determined and disciplined manner.</li></ul>
2.	Adaptability <ul style="list-style-type: none"><li>Open-mindedness</li></ul>	<ul style="list-style-type: none"><li>The student is open to learning in a new situation.</li><li>The student acts on feedback and uses it to improve performance.</li></ul>
3.	Enthusiasm <ul style="list-style-type: none"><li>Joy of learning</li><li>Curiosity</li></ul>	<ul style="list-style-type: none"><li>The student participates actively in lessons across subjects.</li><li>The student listens attentively and actively.</li><li>The student asks questions relevant to the area of learning.</li><li>The student seeks clarification when in doubt.</li></ul>

# Non-academic Awards (School- based)

## Character Award

P1 – P6

Attain Conduct Grade of “ Very Good” and above

- Demonstrated aspects of the school values, particularly Kindness and Responsibility on a sustained basis
- The student must be a role model in his/her conduct, behaviour and actions, and attitude to others

# Non-academic Awards (MOE Edusave Awards)

## Edusave Character Award (ECHA)

P1 to P6

Singapore Citizens

Attain Conduct Grade of “ Very Good” and above

- Students who demonstrate exemplary character and outstanding personal qualities through their behaviour and actions.
- The nominee will be selected from the recipients of the Character Awards OR
- Students who demonstrate resilience at an exceptional level and possess a high adversity quotient may be considered for this award.



# *Reminders & Alerts*



# Reminders and Alerts

Please refer to the PG message dated 3<sup>rd</sup> Jan 2024.

# Reminders and Alerts

## Punctuality for School

- All students are to be in school for attendance-taking by 7.35am.
- Students who arrive at the school foyer after 7.35am will be considered late for school.
- Recording and counting for late coming occurrences have started from 29 Jan 2024.

# Reminders and Alerts

## Personal Items

- Students are not allowed to bring personal items that will cause distraction to themselves and others (e.g. toys, trading cards and \*mobile devices) to school on their own accord.
- Students who bring such personal items to school without permission will have the items confiscated by the school as a disciplinary measure or for the purpose of investigation.

*\*Mobile devices include, but not limited to, handphones, tablets, laptops and smart watches.*

# Reminders and Alerts

## Handphones

- Students can bring a handphone to school, after parents inform the school through a letter.
- Students who bring a handphone to school are to be fully responsible for the safety and security of the handphone.
- Throughout the school day, students are to switch off the handphone or put it to the silent mode, unless otherwise instructed by the school staff.
- Students can only use the handphone after the end of all activities in the school day for the purpose of contacting their parents and family. They can do so only in the school canteen or the school foyer.
- Students found using their handphones during any learning activity (e.g. classroom lesson, CCA session and academic support/enrichment lesson) without permission may have their handphones confiscated as a disciplinary measure or for the purpose of investigation.

# Reminders and Alerts

## Going on Leave

The school does not grant permission or approval for a student to go on leave of absence. We strongly discourage students from missing curriculum time.

Parents should submit a letter stating the dates and reason. The school will issue an acknowledgement letter.



# Reminders and Alerts

## Drinking of Plain Water in School

- There is no drinks stall in the school canteen.
- Remind your child to bring his/her water bottle to school every day. (Label the water bottle with your child's name and class, in case of "loss and found".
- Remind your child to refill his/her water bottle at the water coolers in the school.
- Remind your child NOT to drink directly from the water coolers.

# Reminders and Alerts

## No-Frills Birthday Celebration

### Our Objectives

- Cultivation of culture of simplicity and appreciation
- Promotion of healthy lifestyle
- Safeguarding of children's safety (e.g. food allergies)

### Appeal to Parents

- No birthday cakes, food items and tidbits
- No goodie bags and gift packs

### What the Form Teachers will Do

- Singing of birthday song
- Conversation on birthday wishes

# Reminders and Alerts

## Road Safety



For parents who drive to the school:

- Do not speed.
- Avoid overtaking in the single-lane roads outside the school.
- (Arrival) Ensure that your child alights from the left side of the vehicle into the foyer.
- (Arrival) Let your child alight independently with his/her school bag.
- (Arrival) After dropping off your child, consider turning left when exiting the school gate.

# Reminders and Alerts

## Road Safety



For parents who drive to the school:

- (Dismissal) The only correct way is to park in the public car parks in the neighbouring estate and walk to the school gates to pick up your child.
- *As the road is one-lane both ways, stopping or parking vehicles along the road will cause obstruction to other road users and will be a safety hazard.*

# Reminders and Alerts

## Road Safety

For the parent-cyclists:

- Do not cycle to the foyer area.
- Dismount safely once you enter the gate and push your bicycle while in the school premises.

For the parent-pedestrians:

- Always use the pedestrian crossings outside the school. Do not jay-walk!
- Do not wait opposite the school and wave to your child to cross the road on his/her own.
- Always role-model safe practices on the road.





# Reminders and Alerts

## **No Entry Period for Parents and Authorised Adults**

To ensure the smooth and safe dismissal of students, there will be no entry of parents and authorised adults into the school between 15min before dismissal and 15min after dismissal, from 1.10pm to 1.45pm, Mondays to Fridays.

# Reminders and Alerts

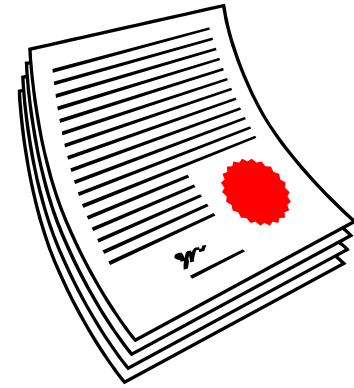
## Dismissal Arrangement for P1 and P2

- Dismissal time: 1.25p.m.
- They are not allowed to go home on their own.
- They must be picked by a parent / authorized adult.
- Please alert the Form Teachers if your child is going home on his/her own or accompanied by an older sibling.

# Reminders and Alerts

## **Share information with the school.**

- Medical Records
- Doctor's Report
- Legal Court Documents

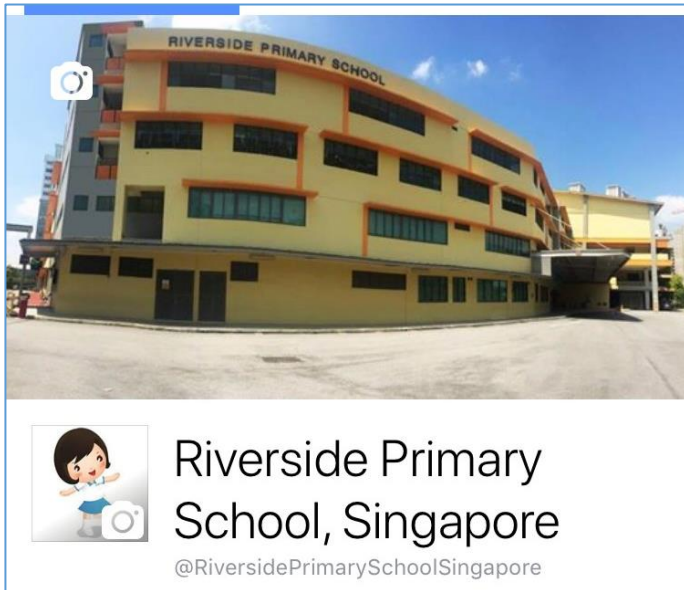


## **Make sure that your child brings to school the prescribed medication for the specific medical condition.**

- Please note that the school is not allowed to administer medication to your child. The school staff can help to supervise your child while he/she is taking the prescribed medication independently.

# Reminders and Alerts

## *School Facebook Page*



- The page features photographs, celebrating our Riverians and their learning and growth.
- Parents who do not want their child to be featured must let the school know through the child's Form Teacher.
- For urgent matters, contact the school's General Office at 63654490 instead of leaving a comment/message on the Facebook page.
- If you leave a comment/message on the Facebook page, do not expect an immediate response.

# Some Key Issues



When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*—  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**

Let's have a  
shared  
understanding.



# Some Key Issues

**ADVISORY TO PARENTS:** Should there be an incident between your child and another student, do not approach or confront the other child or the parent. Bring it to the attention of your child's Form Teacher or Year Head / Assistant Year Head, and the school will look into the matter.

## Examples of Issues among Young Children

- | Unintentional gestures/movements | Rough play or behavior |
- | Name-calling and teasing | Queue-jumping | Broken or spoilt items |
- | Loss of items | Exchange of items in school |
- | Taking things without permission | Accidental marker-marks |
- | Disorderly behaviour on the school bus |



# Some Key Issues

**Always remain contactable.**

**Always let the Form Teachers and the school have your current contact number.**



# Supporting One Another

## Students with Challenging Behaviours

- Schools are inclusive and have students with diverse needs.
- Supporting children with challenging behaviours is a big challenge for the school especially at P1 and P2.
- The school involves the child's parents and the child's classmates in the process.
- We need the patience and understanding from all other parents.

# Supporting Your Child

## Managing Academic Workload

- Check the Student Handbook daily for homework assignments and messages from the teachers. Acknowledge by signing in the Handbook.
- Check the school bag daily for homework assignments, work sent back for checking and signing, and letters/notices from the school.
- Ensure a manageable school bag by reminding your child to pack only the necessary materials.



# Supporting Your Child

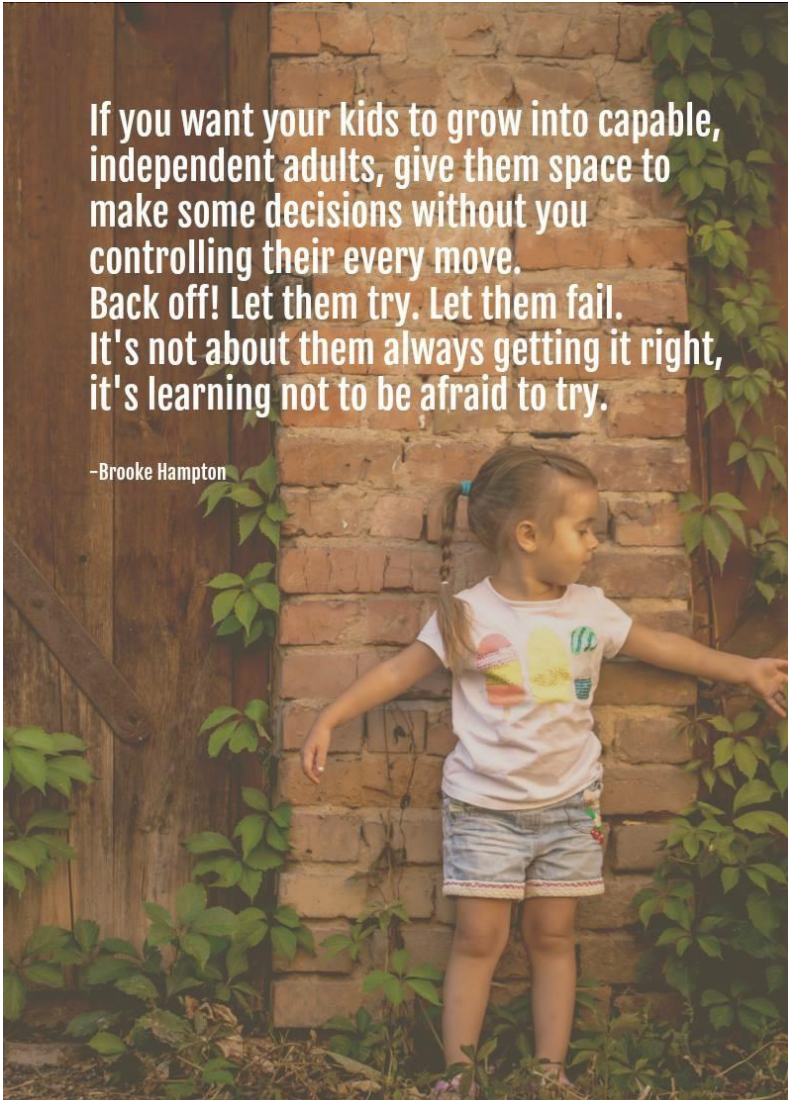
## Fostering a Culture of Simplicity

- Do not let your child bring expensive items to school.
- Do not give your child too much pocket money. He/She may spend it on stationery.
- Do not allow your child to bring toys, trading cards or electronic games to school (unless for an official learning or assessment activity).

# Supporting Your Child

If you want your kids to grow into capable, independent adults, give them space to make some decisions without you controlling their every move. Back off! Let them try. Let them fail. It's not about them always getting it right, it's learning not to be afraid to try.

-Brooke Hampton



## Teach your child to be independent.

- Packing his/her own bag
- Dressing himself/herself
- Drinking enough water during the school day
- Eating well during recess
- Regulating toilet habits
- Highlighting letters/messages from the school/teachers
- Showing your note in the Pupil's Handbook to the teacher
- Alighting with bag from vehicle
- Approaching the teachers or the General Office immediately if he/she loses something or needs help.



# Supporting Your Child

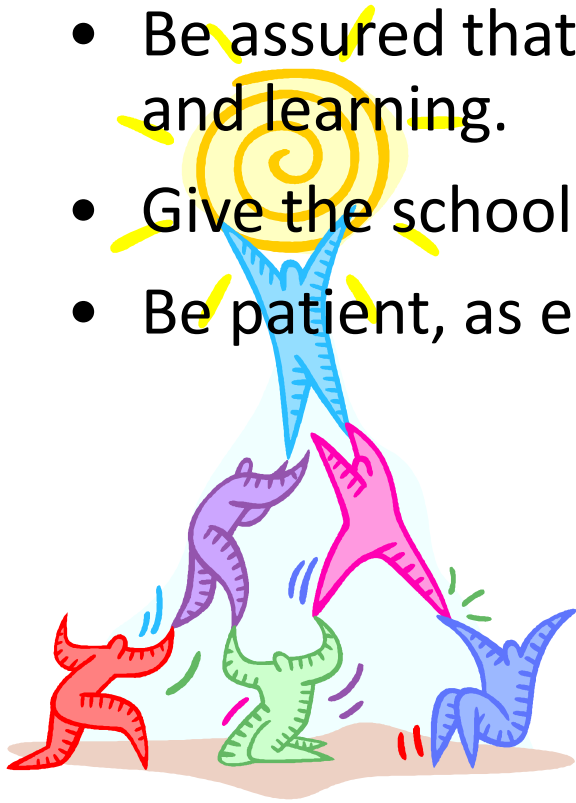


## Developing Independence

- Don't send your child's items to school, when he/she forgets them.
- Don't do your child's work for him/her.

# We are on the Same Team!

- We strive for a Home-School Partnership based on mutual, respect and collaboration.
- Keep the communication channels open.
- Give feedback directly to the teachers and the school.
- Be assured that we will never compromise health, safety and learning.
- Give the school the authority to care and discipline.
- Be patient, as education is often a long and slow process.



# The Home-School Partnership

## Parents as Collaborative and Supportive Partners







# P1/P2

# Academic Subject Learning

## Development of the four language skills

- Listening
- Reading
- Speaking
- Writing

## Strategies for English Language Learning and Reading (STELLAR)

- focused on children's interaction rather than on teacher talk
- filled with various reading materials for children's use
- English language learning is achieved through:
  - **vocabulary learnt in books**
  - **expression of thoughts** in oral and written forms
  - **discussions** with other children and the teacher
  - informal **peer interaction**

# Primary One Learning Outcomes

## English Language

### Listening

- Listen attentively and follow simple instructions.

### Speaking

- Speak clearly to express their thoughts, feelings and ideas.
- Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.



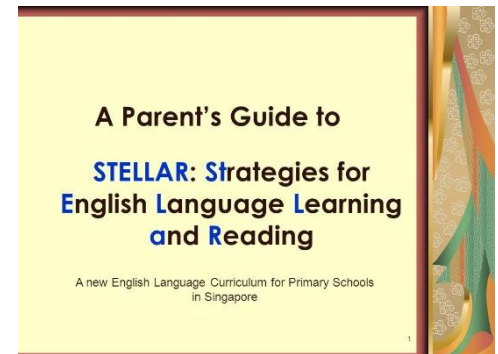
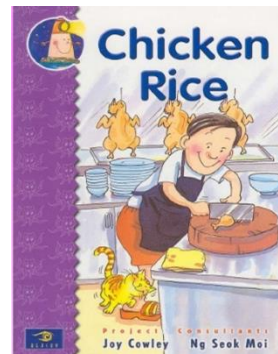
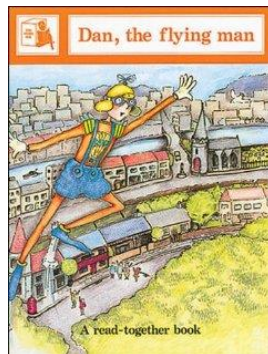


# Primary One Learning Outcomes

## English Language

### Reading

- Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).
- Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
- Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).

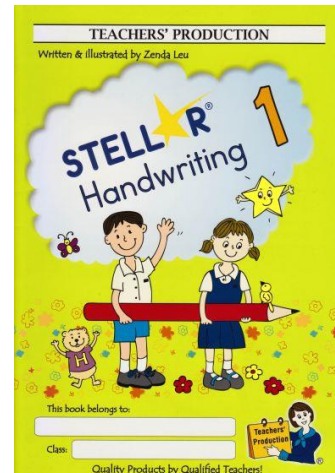
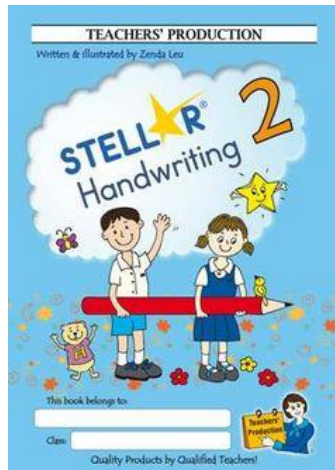


# Primary One Learning Outcomes

## English Language

### Writing

- Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.
- Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.



# Primary Two Learning Outcomes

## English Language

### Listening

- Listen attentively and identify relevant information.

### Speaking

- Speak clearly to express their thoughts, feelings and ideas.
- Build on others' ideas in the conversations or discussions respectfully.

# Primary Two Learning Outcomes

## English Language

### Reading

- Read multi-syllabic words accurately.
- Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
- Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.



# Primary Two Learning Outcomes

## English Language

### Writing

- Apply basic spelling strategies using knowledge about phonic elements and spelling rules.
- Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.

# Reporting Student Progress

## P1/P2 English Language

### Levels of Attainment

Level 1	Level 2	Level 3	Level 4
Starting	Approaching	Meeting	Exceeding

Teachers will gather information on students' learning progress through:

- daily teaching and learning activities
- daily observations
- student's work from workbook or activity book



# P1 Learning Journey

## Singapore Zoo



Be sun safe (wear a cap)  
Prepare for rain (raincoat or umbrella)  
Wear insect repellent  
Stay hydrated (water)  
Food (sandwiches, buns, biscuits)  
Hygiene (wet tissue, tissue paper)

# P1 Learning Experience

## Mooncake Making



In Term 3, we give our students the language experience for Unit 10 Mid-Autumn Festival. Students enjoy a hands-on session to make mooncakes out of clay. Giving them an understanding of the laborious process and attention to detail that ensure that every mooncake is executed.

# P2 Learning Experience

## Prata Making



From the STELLAR book, “Roti Prata”, students learn the origins, background and preparation work needed and how the prata man flips the dough. They get to try making their prata from clay and deepened their learning.





# Mathematics

The Mathematics curriculum aims to:

- Develop joyful and productive learners while learning mathematics concepts and skills in Mathematics.
- Develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem-solving.
- Build confidence and foster interest in Mathematics

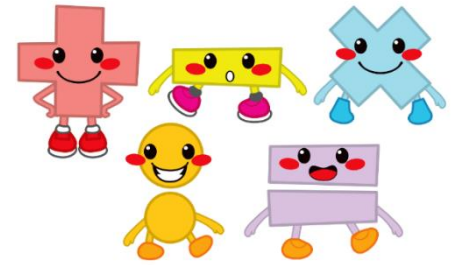


# Learning Experiences in Mathematics

**Concrete-Pictorial-Abstract Approach** / Hands-on Activities / Group Discussions



# Primary One Curriculum Content



## Numbers

- Numbers to 10
- Numbers to 20
- Numbers to 100
- Addition and Subtraction
- Multiplication and Division
- Money
- Number Bonds
- Ordinal Numbers

## Measurement and Geometry

- Length
- Time
- Shapes and Patterns

## Statistics

- Picture Graphs



# Primary Two Curriculum Content



## Numbers

- Numbers to 1000
- Addition and Subtraction
- Multiplication and Division
- **Fractions\***
- Money

## Measurement and Geometry

- Length
- **Mass\***
- **Volume\***
- Time
- Shapes and Patterns

## Statistics

- Picture Graphs

\* New topics in P2

# Primary One Learning Outcomes Mathematics

- Understand numbers up to hundred.
- Understand addition and subtraction.
- Add and subtract numbers.
- Understand multiplication and division.
- Identify, name, describe and sort shapes.
- Tell time to 5 minutes.
- Measure and compare lengths using everyday objects.
- Read and interpret picture graphs.



# Primary Two Learning Outcomes

## Mathematics

- Understand numbers up to thousand.
- Solve mathematical problems involving addition and subtraction.
- Multiply and divide numbers within multiplication tables.
- Identify, name, describe and sort shapes and objects.
- Tell time to the minute.
- Compare and order objects by length, mass, or volume.
- Read and interpret picture graphs with scales.
- Understand fractions.



# Reporting Student Progress P1/P2 Mathematics

## Levels of Attainment

Level 1	Level 2	Level 3	Level 4
Starting	Approaching	Meeting	Exceeding



# Reporting Student Progress

## P1/P2 Mathematics

Teachers will gather information on students' learning progress through:

- daily teaching and learning activities
- daily observations
- student's work from workbook or written tasks
- topical reviews and performance tasks



# How can I support my child?

## Don't ...

- ☒ put too much emphasis on marks and grades
- ☒ compare your child's performance with others
- ☒ give more homework than necessary, or as punishment

## Do...

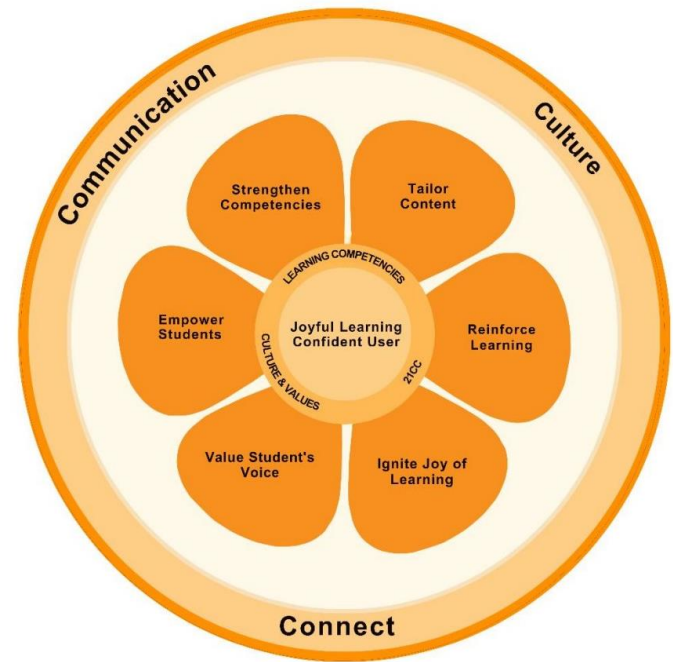
- ☒ monitor your child's daily work
- ☒ give encouragement and support in areas for improvement
- ☒ praise your child for the effort
- ☒ let your child practise and revise on a regular basis instead of just before assessments



# Mother Tongue Language

## 2024 Primary MTL Curriculum Framework

1. The 2024 New Primary MTL Curriculum which will be implemented next year starting with Primary 1, will **build on the strengths of the 2015 curriculum.**
2. The new curriculum will place greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.



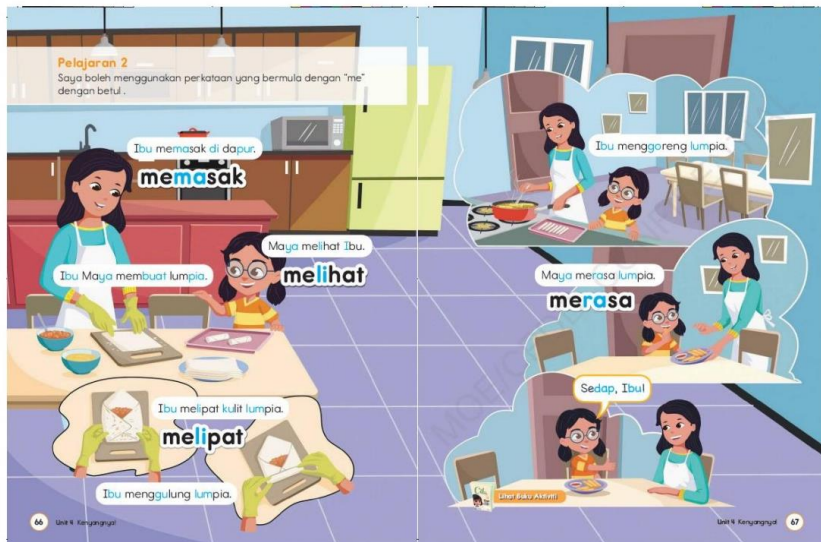
**Joyful Learning, Confident User**

*2024 New Primary MTL Curriculum Framework*

# Mother Tongue Language

## Key Feature #1

Greater emphasis on 21st century competencies



### Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)

### Textbook



### Big Book

### Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

# Mother Tongue Language

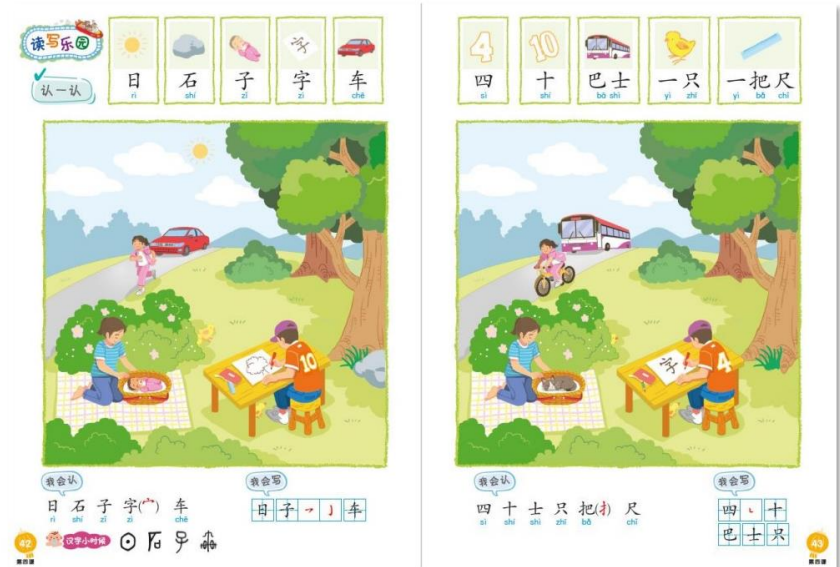
## Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



### TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



### Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals



# Mother Tongue Language

## Key Feature #3

### Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook



- Students to describe and share their daily routines and good habits with their friends.
- Students to learn about canteen food and vocabulary they can use in conversations.

# Mother Tongue Language

## Key Feature #3

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home



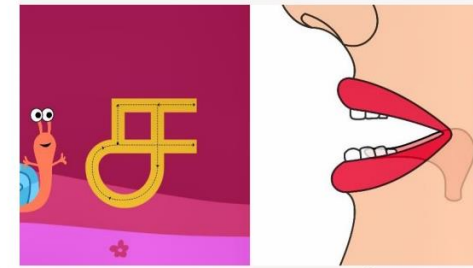
# Mother Tongue Language

## Key Feature #4

Use of technology to sustain interest and encourage self-directed learning



CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience



ML Digital Resource:  
Bridging Videos





# Mother Tongue Language

## Resources for Primary One



### Printed Resources

**Textbooks,  
Activity Books,  
Writing  
Exercise Books,  
Big Books,  
Small Readers**



### ICT Resources

**Animations, Videos,  
Audios, Songs and  
Rhymes,  
Animated Reading  
Texts, Interactive  
Games, etc**



### Toolkit

**Picture cards, Board  
Games, Letter/Word  
Cards, Character  
Cards, Grammar  
Cards, Letter  
Manipulatives,  
Reading Pen, etc**

# Mother Tongue Language

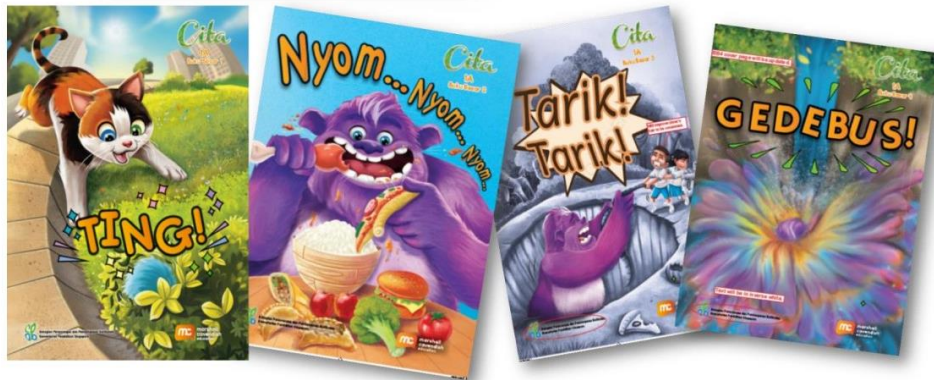
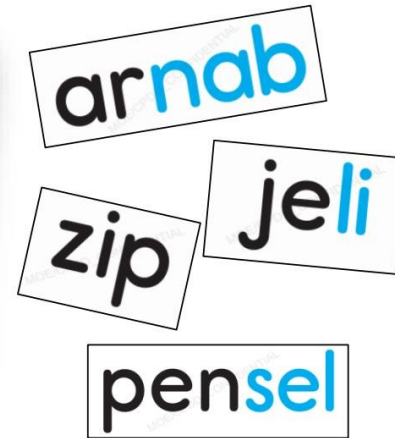
## Examples of Learning Resources (Chinese)





# Mother Tongue Language

## Examples of Learning Resources (Malay)



# Mother Tongue Language

## Examples of Learning Resources (Tamil)

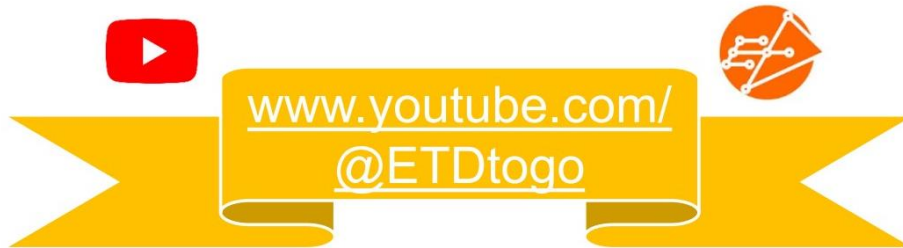




# Mother Tongue Language

## Supporting your child in MTL Learning

- Tips for Parents (*video launching in Jan 2024*)



- Parents will receive more information on the new curriculum via MOE website and other platforms (e.g. schoolbag, Parent Gateway, schools' parent engagement sessions)

**SCHOOLBAG**  
THE EDUCATION NEWS SITE

Supporting Your Child Through the Primary 1 Journey



Parenting  
Resources



Parents  
Gateway



# Primary One & Two

## Learning Experiences in Mother Tongue Language

### Objective:

Students will have a better understanding and appreciation of their MTL through various activities.

- P1 MTL Cultural Camp
- MTL Fortnight Activities
- Cultural Programme





# P1 Mother Tongue Language (MTL) Cultural Camp



# Primary One & Two MTL Reading Programme

## Class Library

- Age-appropriate books

## Newspaper and Magazine

- 知识报 Zhi Shi Bao
- Mari Membaca magazine



# Primary One & Two MTL Online Resources



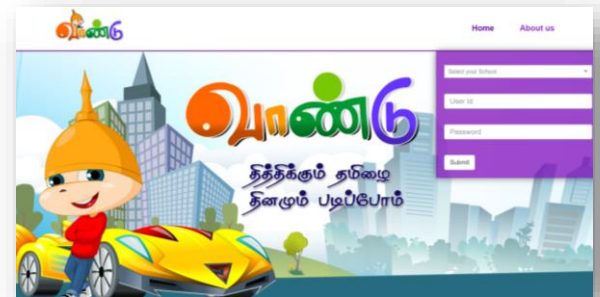
e-Zhishi

For CL learning



Joy Reader

For ML learning



Vaandu portal

For TL learning



# Primary One & Two

## Supporting your Child in Learning MTL

- Speak to your child in MTL as often as possible
- Show interest in your child's MTL learning
- Learn with your child, learn from your child
- Have regular conversations with your child about his/her MTL experience in class
- Encourage and accompany your child to read MTL books or visit the library regularly
- Provide a conducive environment for learning MTL – set up a reading corner at home, watch suitable TV programmes in MTL

# Primary One & Two

## Supporting your Child in Learning MTL

Do	Avoid
<ul style="list-style-type: none"><li>• Believe that your child can learn and wants to learn</li><li>• Praise your child for his/her good effort and progress</li><li>• Set achievable goals with your child</li><li>• Communicate with your child MTL teacher on your child's progress at home</li></ul>	<ul style="list-style-type: none"><li>• Placing excessive attention on marks</li><li>• Making comparison between your child and other children's achievement</li></ul>

# Primary One Learning Outcomes

## Mother Tongue Language

### **Listening**

- Listen attentively to short, simple spoken content related to daily life.

### **Speaking and spoken interaction**

- Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.
- Ask and /or respond to simple questions related to daily life.



# Primary One Learning Outcomes

## Mother Tongue Language

### **Reading**

- CL: Recognise characters taught in Primary 1.
- ML: Recognise words taught in Primary 1.
- TL: Recognise letters and words taught in Primary 1.
- Read aloud Primary 1 texts with accuracy.
- Understand Primary 1 texts and are able to identify some details with guidance.

# Primary One Learning Outcomes

## Mother Tongue Language

### Writing

- CL and ML: Write words, phrases and simple sentence(s) about daily life with guidance.
- TL: Write words and simple phrases with guidance.

# Primary Two Learning Outcomes

## Mother Tongue Language

### **Listening**

- Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.

### **Speaking and spoken interaction**

- Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts.
- Participate in short conversations related to daily life with some guidance.

# Primary Two Learning Outcomes

## Mother Tongue Language

### **Reading**

- CL: Recognise characters taught in Primary 2.
- ML: Recognise words taught in Primary 2.
- TL: Recognise letters and words taught in Primary 2.
- Read aloud Primary 2 texts with accuracy.
- Understand Primary 2 texts and are able to identify some details with guidance.

### **Writing**

- Write short sentence(s) about daily life with some guidance.

# Reporting Student Progress

## P1/P2 Mother Tongue Language

### Levels of Attainment

Level 1	Level 2	Level 3	Level 4
Starting	Approaching	Meeting	Exceeding

# Reporting Student Progress

## P1/P2 Mother Tongue Language

Teachers will gather information on students' learning progress through:

- daily teaching and learning activities
- daily observations
- student's work from workbook or activity book.



# Offering Higher Mother Tongue at P3 and P4 level

To further strengthen the learning of MTL from an early age, all primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting 2022.

At the end of P2, we will use a set of **qualitative descriptors** based on the **P2 MTL learning outcome** to determine students' MTL proficiency. Students offering HMTL at P3 should be proficient in their **oracy skills** and demonstrate strong foundation for **literary skills**.



*Thank You!*

