

A festive banner for Primary 2 Mother Tongue Languages. The background is light blue with a string of red and yellow pennants at the top. A large black chalkboard with a wooden frame is the central focus. On the chalkboard, the text 'Primary 2 Mother Tongue Languages' is written in white. Surrounding the text are green chalk-drawn icons: a checkmark, a paint palette, a ruler, a musical note, a beaker, and the expression $\sqrt{x.y}$. At the bottom, two wooden desks are shown. The left desk has two books (one red, one yellow) and a white pencil. The right desk has a pencil holder with an orange pencil and a ruler, and two books (one red, one yellow).

Primary 2 Mother Tongue Languages



Department Vision

Every student an engaged
and effective communicator of
the Mother Tongue language.



Department MISSION

- To develop students' linguistic abilities through the joy of learning Mother Tongue languages.
- To nurture students' appreciation of the beauty of their traditions and culture.

P2 Learning OUTCOMES

Skills	Learning Outcomes
Listening	1. Listen attentively to short, simple spoken content related to daily life .
Speaking and spoken interaction	2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. 3. Ask and / or respond to simple questions related to daily life .

P2 Learning OUTCOMES

Skills	Learning Outcomes
Reading	<p>4. Recognise characters taught in P1. (CL)/ Recognise words taught in P1. (ML)/ Recognise letters and words taught in P1. (TL)</p> <p>5. Read aloud P1 texts with accuracy.</p> <p>6. Understand P1 texts and are able to identify some details with guidance.</p>
Writing	<p>7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML) Write words and simple phrases with guidance. (TL)</p>

Platforms for checking learning

Listening

- Picture Matching
- Listening Comprehension
- Understand instructions

Speaking

- Let Me Speak
- Experiential Learning
- Engage in a Conversation

READING

- Reading aloud
- Character/ Word/ Letter Recognition
- Reading Comprehension
- Termly Unit Reviews

WRITING

- Write a sentence/ sentences on a picture
- Spelling
- Termly Unit Reviews



Department key programmes

Experiential Learning

- Create an authentic learning environment to make learning of MTLs come alive
- Acquire oral communication skills through fun and engaging authentic activities conducted during lessons



Department key programmes

Let Me Speak

- To create a platform for students to apply the vocabulary and sentence structures learnt
- To develop students' confidence in speaking

CL Experiential learning

ML Experiential learning

TL Experiential learning



Department key programmes

MTL Fortnight

- To nurture students to be proficient users of the MTLs and enrich their learning in school through fun activities
- To provide a platform to let students showcase their work

CL: Storytelling and making of mini book



MTL Fortnight

TL: Speech and Drama

ML: Speech and Drama



Department key programmes

Joy of Reading

Activities

- Silent Reading
(Every Wednesday & Thursday)
- E-Readers(CL)
- Post-Reading Activities

Resources

- Library Books
- e-Books (CL)
- Subscription of Student Magazines

HOW CAN Parents support child in learning

Listening & Speaking

- Increase the exposure time of using MTL at home
- Converse in MT with child
- Tap on ICT resources to learn (MOE resources)
- Watch educational TV programmes
- Listen to radio programmes

Reading

- Revise the Chinese characters/ Malay words/ Tamil letters taught
- Get your child to read aloud the P2 texts with you
- Use 5W+1H to strike a conversation with the child about the text read
- Read MT story books (Important)

Writing

- Write card/ journal/ short notes

MTL ONLINE LEARNING RESOURCES

- 推广华语理事会

<https://www.mandarin.org.sg/en>

- 小学华文辅助读物推荐书目

<https://www.cpcll.sg/resources/reading-group>



- Malay Language

Malay Folklore stories app by MLLPC

- Tamil Language Learning Website

<http://www.noolagam.com/>

- <https://www.nlb.gov.sg/>



Teacher-parent partnership



**Make Mother Tongue a Living Language.
Create an environment for the child to apply
what he/she has learnt in daily life.**

P3 & P4

**Higher Mother Tongue
Languages**

This presentation will cover

- Purpose of Offering Higher Mother Tongue Language (HMTL)
- Selection guidelines
- Key features of P3& P4 HMTL curriculum
- HMTL Lessons
- Assessment
- Benefits of taking HMTL from P3 and other related issues

What is the Purpose of Offering HMTL?

Higher Mother Tongue Language (HMTL) has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

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

What is P3 and P4 Higher HMTLs?

It is designed to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.

What is the Criteria?

1

For P3 entry:

The school will use a set of qualitative descriptors (QDs) based on the P2 Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency. Students offering HMTL at P3 and P4 should **be proficient in their oracy skills** and **demonstrate strong foundation for literary skills**.

What is the Criteria?

2

Evidence of students' performance throughout the year

Gathered information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

3

Teachers' feedback and observations

To cover a whole range of performance, additional information about student's learning can be gathered from class discussions, class work and homework.

Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:

Sustain students' interest and deepen their knowledge in their MTL

Enhance Reading and Writing skills

Expose students to age-appropriate literary texts

Literary-based text. Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

Exposure to higher-order thinking exercises e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

Creative and fun-filled activities and games to teach language and cultural knowledge. To sustain interest and extend knowledge.



How are lessons carried out for HMTL at P3 and P4 level?

MOE recommends 2 additional periods per week

For HCL	For HCL, the textbook includes literary-based texts which would require two additional periods per week to provide an enjoyable early experience to ethnic literature and cultural knowledge.
For HML or HTL	For HML and HTL at P3 and P4, school will adopt Banded class/ differentiated instruction in a mixed ability class/ after school.

How would assessment look like for HMTL at P3 and P4 level for my child?

HMTL at P3 and P4 will be reflected as a non-weighted assessment. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

How will my child benefit from the offering of HMTL?

Offering of HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early and learn MTL to as high a level as he/she can.**

Can my child still offer HMTL at upper primary levels even if he/she did not offer it at P3 and P4 level?

Your child could still offer HMTL at P5 and P6 level when he/she builds stronger proficiency and interest. The offering of HMTL from P3-P5 is a parental option whereas the offering of HMTL at P6 is a school-based decision. You are strongly encouraged to discuss with the school which course best suits the need of your child.

If my child decides to discontinue with HMTL during P3 or P4, will he/she be allowed to drop out?

To truly benefit from the HMTL curriculum at P3, he/she should offer HMTL for at least two years to ascertain his/her ability to cope with it. If the child really finds difficulty coping, he/she can drop HMTL anytime.

Partnering You

Your child's school will:

- Inform you of your child's progress regularly
- Provide ideas and suggestions to support your child's learning, where necessary
- Share strategies to engage your child in MTL learning at home in a fun and meaningful manner

Contact

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