

A festive banner for 'Primary 1 Mother Tongue Languages'. The background is a light orange wall. At the top, a string of colorful pennants (yellow, orange, red) hangs across the frame. In the center is a large black chalkboard with a wooden frame. On the chalkboard, the text 'Primary 1 Mother Tongue Languages' is written in a white, chalk-like font. Surrounding the text are several white chalk-drawn icons: a checkmark, a paint palette, a ruler, a musical note, a beaker, and a mathematical expression  $\sqrt{x.y}$ . Below the chalkboard are two wooden desks. The left desk holds two books (one red, one yellow) and a white rolled-up paper. The right desk holds a pencil holder with an orange pencil and a ruler, and two more books (one red, one yellow).

# Primary 1 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.

# P1 Learning OUTCOMES

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

# P1 Learning OUTCOMES

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



T2

# 第六课 - 我来说 《我感冒了》

ROLE PLAY





# P1ML Term 1 – My Animal Mask



# P1 TL Term 1 Lesson 4 – Making Photo Frame



# T3: 我来说《好帮手》 第十四课

姓名: 薛恩林 班级: 1A 日期: 八月二十至三十一日

《我是家人的好帮手》

我会 ……， 也会 ……。



《我来说》

我会说自己做 什么家务。	非常好	好	还不错	继续加油
	😊😊😊😊	😊😊😊	😊😊	😊
	✓			

# T4: 我来说《我最喜欢吃的水果》 第十六课

姓名: 日期: 九月二十七日

1. 下面的水果，你吃过哪些？请把你吃过的水果涂上颜色。



我吃过

2. 请画出你最喜欢的水果，并给图画上色。



我最喜欢吃

3. 你最喜欢的水果的味道是什么？请你圈一圈。

它的味道 (甜甜的/酸酸的/苦苦的)。

《我来说》

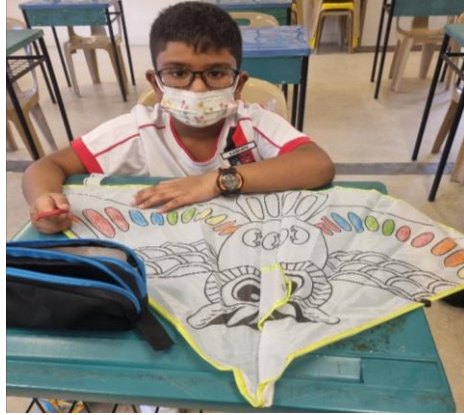
我会说水果的名 称、自己最喜欢 吃的水果、水果 的味道	非常好	好	还不错	继续加油
	😊😊😊😊	😊😊😊	😊😊	😊

# P1 ML Term 2 – My Favourite Game





# P1 TL Term 2 Lesson 7 – Kite Making



# 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: Story Telling & Bookmark Making



# MTL Fortnight



ML: Speech and Drama



TL: Speech and Drama





# Department key programmes

## Joy of Reading

- Silent Reading (Every Wed & Thur before flag raising)
- e-Books (CL) <https://www.ezhishi.net/contents/>
- Class Library
- Post Reading Activities
- Book Talk

# Post Reading Activities

Draw It Out (2)

## 我的阅读报告

姓名: 沈恩宇 班级: 1D

书名: 见面 作者: eZishi

我看了书, 还学会下列词语:




请你把最喜欢的故事角色画出来



Write It Out (2)

## Laporan Membaca

Nama: Marjanah Kelas: 1D

Tajuk Buku: Lela dan Umar Berhari Raya

Penulis: Ummie Isa dan Nura J

Hari Raya Aidilfitri disambut  
Latar Pada 1 Syawal tahun  
Hijrah.

Masa Pagi Hari  
Raya

Watak Lela dan Ummi  
Umar dan  
Mama

Cerita ini mengajar saya ...  
Tidak baik bergaduh di pagi  
Raya. Kita harus bersalam-  
salaman dan minta maaf.



Draw It Out (2)

என் வாசிப்பு அறிக்கை


பெயர்: சுமையா வகுப்பு: 1A

நாவல் தலைப்பு: கண்ணன் நாவலாசிரியர்: முக்தான

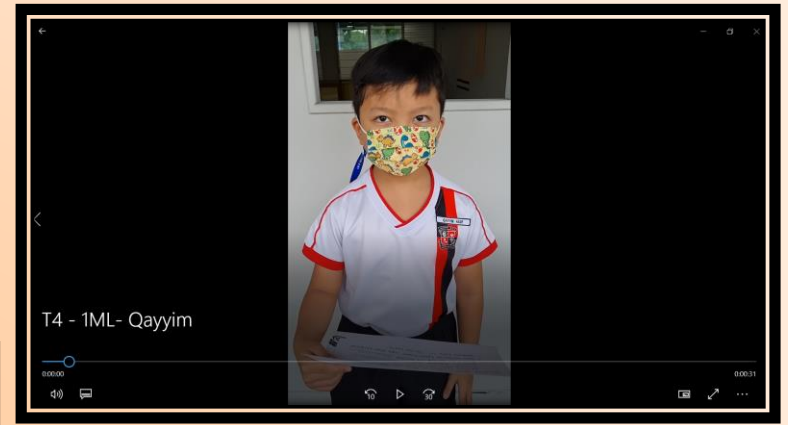
நான் கற்றுகொண்ட புதிய சொற்கள் / சொற்றொடர்கள்:

இந்தக் கதைலில் உனக்குப் பிடித்த பகுதியை வரையவும்



# Post Reading Activities



Read a Book and Share their Favourite Character in the Story.



# Department key programmes

## Reading Support Programme

- Equip students with high frequency vocabulary and sentence structures through reading to develop their listening and speaking skills
- Conduct outside curriculum time for CL

# HOW CAN Parents support child in learning

## LISTENING & SPEAKING

- Increase the exposure time of using MTL at home
- Converse in MTL with child regularly
- Tap on physical and digital resources to learn
- Watch suitable TV programmes in MTL
- Listen to radio programmes

## READING

- Revise the Chinese characters/ Malay & Tamil words taught
- Get your child to read aloud the P1 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.cpcii.sg/resources/reading-group>

- Malay Language

Malay Folklore stories app by MLLPC

- Tamil Language Learning Website

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




# 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.**



Mr Wan Huaming (HOD/MTL)

[Wan\\_Huaming@schools.gov.sg](mailto:Wan_Huaming@schools.gov.sg)



$\sqrt{x.y}$

%



# THANK YOU

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