

Primary 5 Parents' Briefing Principal's Address

16 January 2023



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Welcome To All Parents

- **Wishing you and your family a safe and happy year ahead**
- **Looking forward to a strong partnership for 2023**



Agenda

Principal's Briefing

1. Introduction of School Personnel
2. School Vision, Mission and Values
3. Parents - Partners in Education
4. PSLE Matters
5. Subject-Base Banding (SBB) at P5
6. Other Important Matters

Year Head's Briefing

1. Start It Right
2. Level Programmes
3. Academic and Assessment Matters
4. School-Parent Partnership

Year Head / P5 Level Manager / P5 Form Teachers

Class		Year Head Upper Primary
5A	Mrs Kris Hay	Form Teacher
5A	Mr Sunny Goh	Form Teacher
5A	Mdm Pang Siew Yin	Form Teacher
5B	Mr Foo Chao Hen	Form Teacher
5B	Mr Goh Hong Fei	Form Teacher
5C	Ms Mabel Foo	Form Teacher / P5 Level Manager
5C	Mr Syuib	Form Teacher
5D	Mr Anson Teo	Form Teacher
5D	Mdm Zahrah	Form Teacher
5D	Mr Rozaimi	Form Teacher

Our Vision

Confident Individuals
Thinking Learners
Engaged Leaders



Our Mission

*To Nurture and Empower
every Damaian
to Learn, Grow, and Lead*



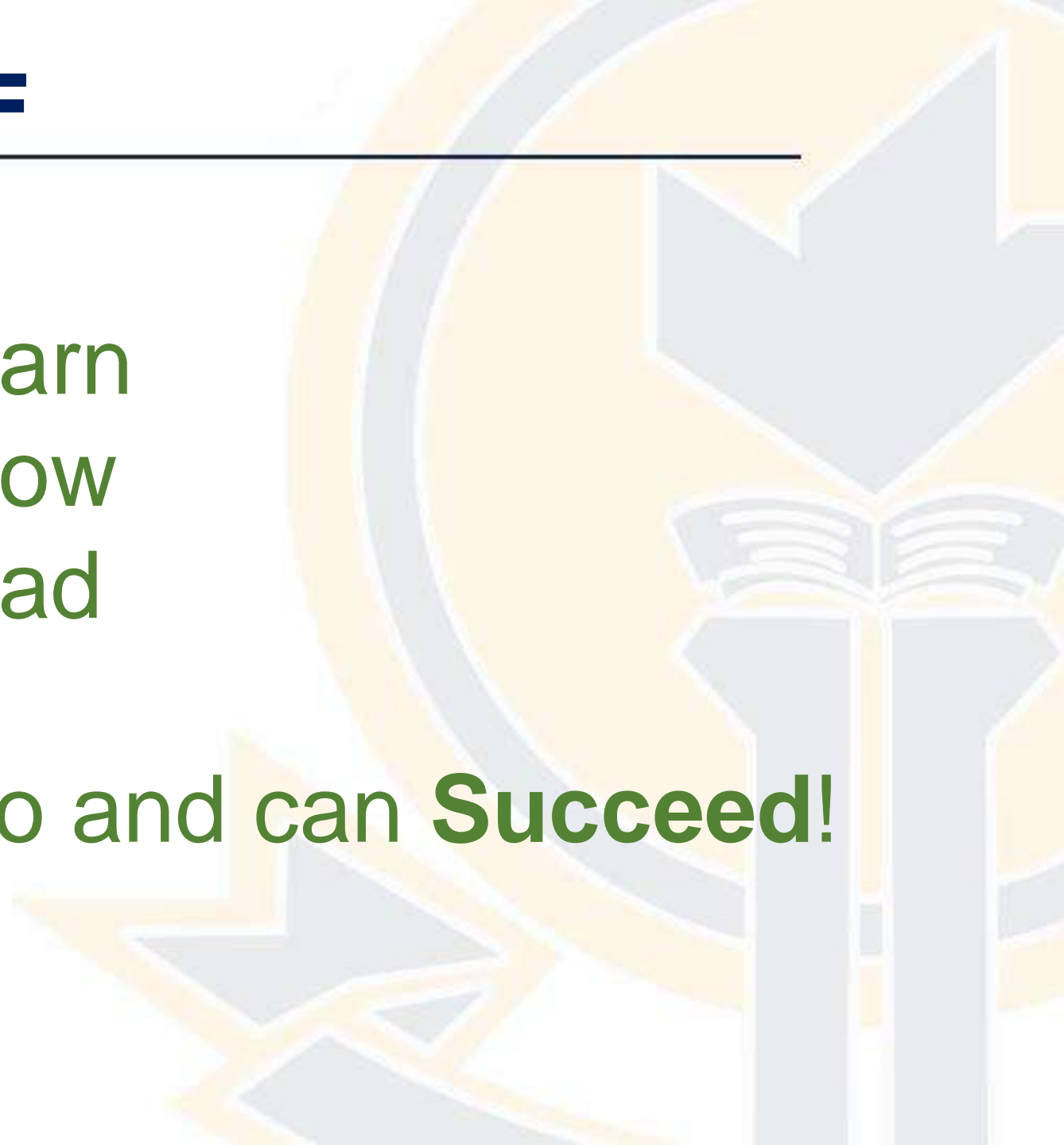
OUR CORE BELIEF

Every Student Can Learn

Every Student Can Grow

Every Student Can Lead

Every Student wants to and can **Succeed!**



DPS - A School of Care & Distinction

Care

Showing concern (through thoughts, words & actions) for each teacher & student.

Distinction

Marked by unique & quality learning experiences (based on student profile & school programmes).

Our **SPARK** Values

Sincerity to self and others

Passion for learning

Aspiration to succeed

Resilience in life

Kindness to all



Our **SPARK** Values

“Every Damaian has self-discipline to uphold our SPARK values.”

S incerity to self and others	Honesty / Care / Respect
P assion for learning	Responsibility / Self-directed / Curiosity
A spiration to succeed	Commitment / Seek to improve
R esilience in life	Perseverance / Adaptability
K indness to all	Helpful / Empathy

Good Discipline

- The school believes that good discipline is an important factor to help create positive school with a conducive environment for our students
- All Damaians need to know our school rules and adhere to them as expected
- Parents are our partners in this journey



Good Discipline

- Help us to educate Damaians
 - must be mindful of own actions/words
 - treat others the way you would like to be treated
 - respect personal space
 - interact / play safely
 - have the morale courage to be an upstander



Good Discipline

- When something happened
 - Tell the person to stop what he/she is doing
 - Share that you do not like it
 - Inform your teacher soonest possible
- DO NOT take things into your own hands



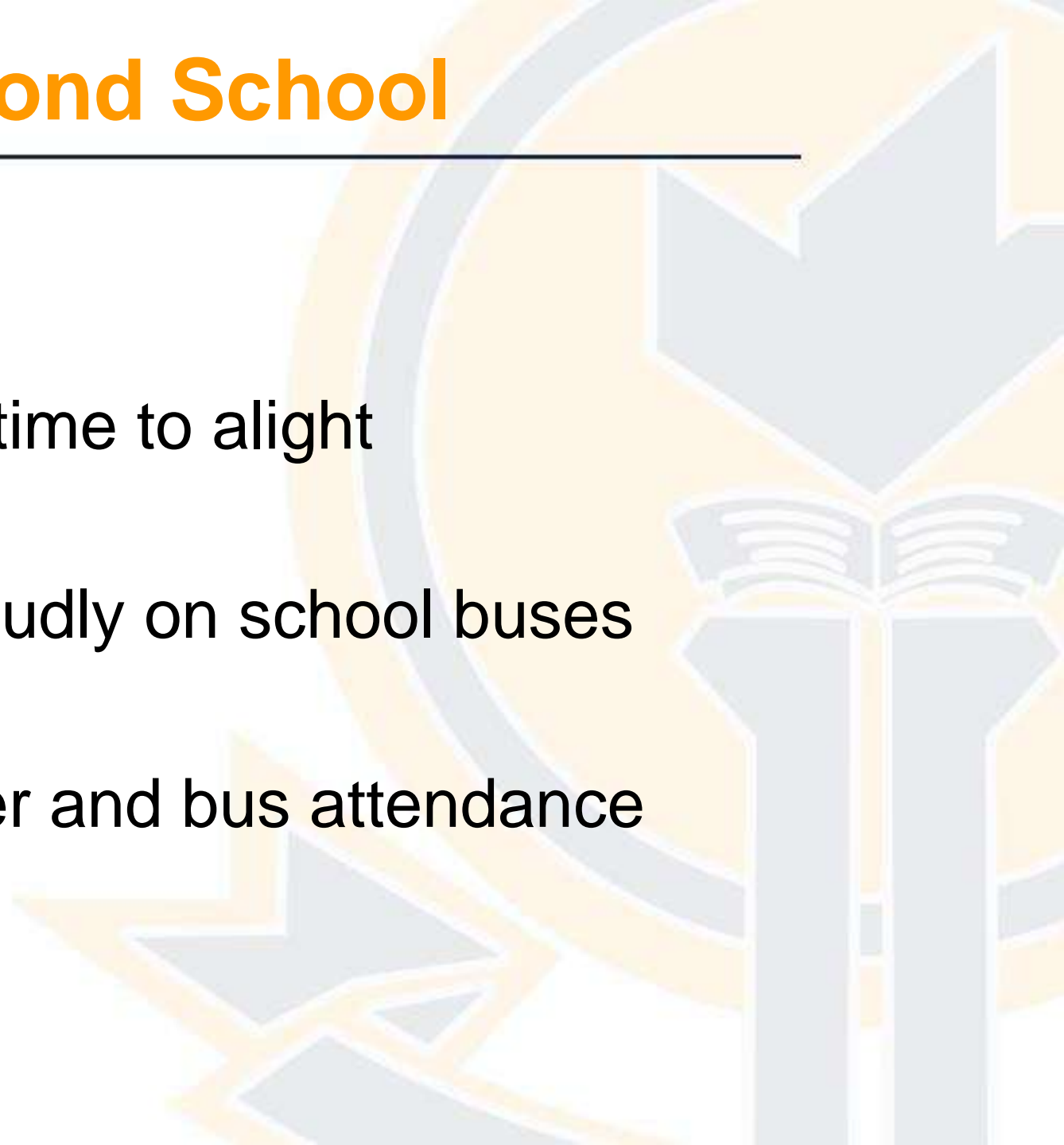
Good Discipline

- School is a safe place – **Zero Tolerance** for Unacceptable behaviour that
 - is hurtful and undermines others to feel safe and secure
 - hinders effective learning and healthy development



Good Discipline – Beyond School

- Safety on school buses
- Buckle up and be seated until time to alight
- No playing and avoid talking loudly on school buses
- Follow the instructions by driver and bus attendance



Remember

In all that you do, always think before you act

1) Is it right or wrong?

2) Is it kind or helpful?

3) Will my parents/teachers be proud of me?



Parents are important partners in education

- **T**rust is the foundation
- **R**emember the child as our focus
- **U**nderstand our shared responsibilities
- **S**eek common ground
- **T**ogether, we work towards common goals



Parent-Teacher Communication

At DPS, we value parent-teacher communication via

- Parents Gateway
- Student Handbook
- Emails
- Phone calls – via school line **6445 6483**
- Meetings
- School Website
- Letters to parents
- Parents' Briefings
- Parents-Teacher Meeting



Parent-Teacher Communication

- First point of contact – Form Teachers / Subject Teachers
- Level-related matters – Year Heads
- School-related matters – Admin Manager / School Leaders
- School is still the best point of contact

Parent-Teacher Communication

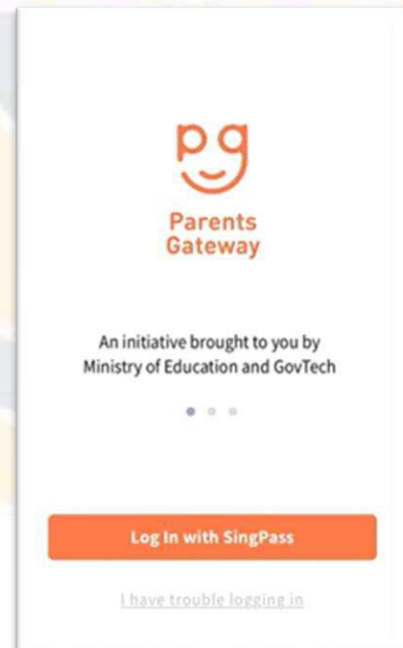
- Seek parents' understanding for the following:
 - Teachers can be contacted during **school days between 7.30 am and 5.30 pm**
 - Teachers may only be able to respond on the next working day if they are not contactable or unable to access their email promptly during the day or if the queries and / or requests are made beyond the school hours
 - Teachers will try their best to respond to all queries and feedback within 3 working days. For complicated matters / issues, we seek your understanding that more time may be required to resolve them before we get back to you.

Parent-Teacher Communication

- Seek parents' understanding for the following:
 - Teachers are not expected to respond to parents' and students' queries during the weekends except for emergencies.
 - If the queries and / or requests made during school hours are urgent, please contact the school's General Office for assistance.
 - Teachers are not expected to provide their personal phone number to parents.

Principal's Monthly Letter to Parents

- Keep a look out for the Principal's Letter to Parents
- Important information is available for parents to allow you to keep posted of the school matters
 - Through Parent Gateway (PG)
 - Keep your PG notification on



Attendance in School

- Your child's attendance in school is important and compulsory
- Only when your child is in school will we be able to nurture him/her
- Let's work to support your child to have a good start to P5 in 2023



Attendance in School

- Help our children to cultivate the good habit of responsibility and punctuality in primary school
- Students are to report to the classrooms for attendance-taking and morning assembly by 7.30 am
- Ensure your child be in school 5 to 10 min before 7.30 am to give them time to reach the classrooms for morning assembly
- Students who are not in school by 7.30 am to participate in flag-raising together with the student population, will be deemed late for school
- Habitual late-coming will be noted and included in student's behaviour record which will impact the conduct grade of the students

School-Home Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, parent memos & notifications
- Build good relationships & trust the teachers to want the best for each student



School-Home Partnership

- Proper school uniforms/PE attire – **include name tag**
- School driveway – **drop and go**
- Safety – utmost importance

Eg Follow safety rules,

No parking on the red zone outside main gate,

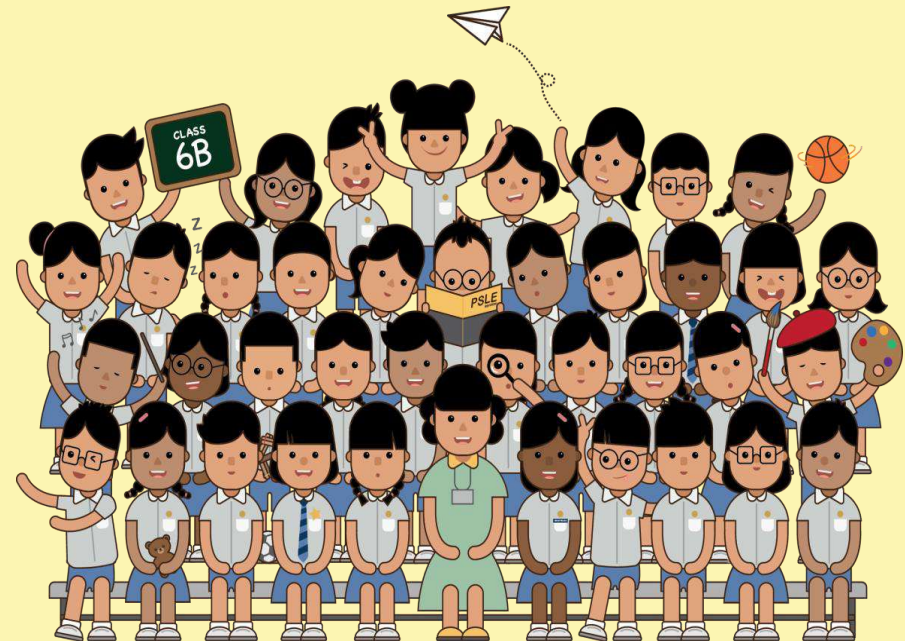
Be punctual in picking up your child



Parents Must Not:-

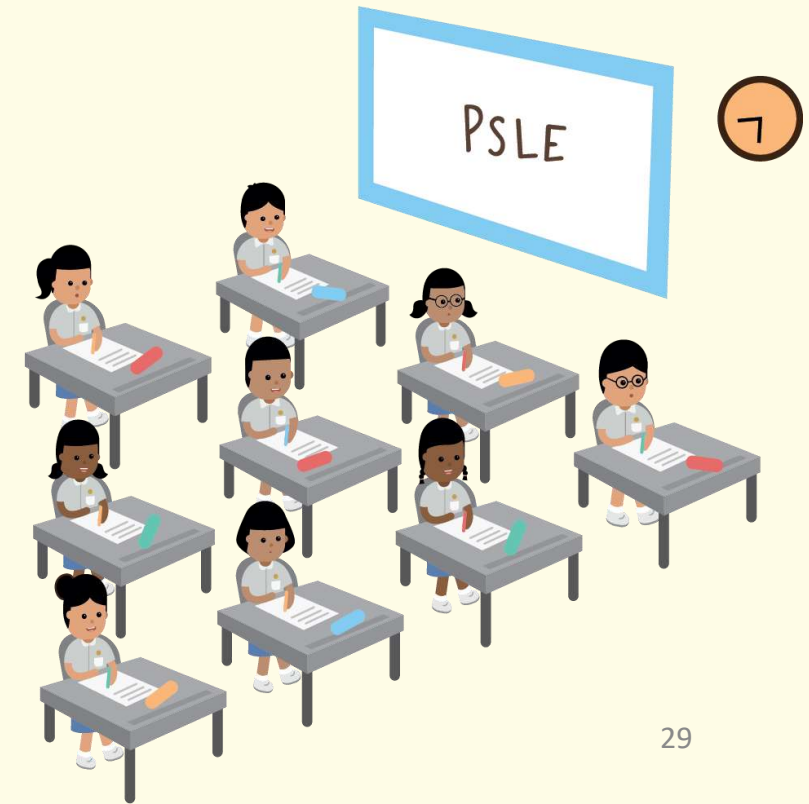
- Allow the child to stay at home during school days when they are well
- Bring them overseas during school days
- Do homework or assignments for them
- Make **Home Delivery** for forgotten items
- Rescue them from the consequences of their actions
- Hide or give reasons to justify mistakes or wrongdoing

PSLE MATTERS



THE PSLE REMAINS A USEFUL CHECKPOINT

- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level



SCORING BANDS

- 8 Achievement Levels with different raw mark range
- Students' AL for each subject will reflect their individual level of achievement, rather than how they have performed relative to their peers.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30

FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- This mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (AsL/FL) IN LIEU OF AN MTL



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.
- However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects
 - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- In reviewing the score assignment for these students under the PSLE scoring system, we needed to strike a balance between:
 - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
 - Ensuring some parity between scoring for exemption, Foundation and Standard MTL.
- Under the new scoring system, the assigned MTL score will :
 - Take reference from peers with similar scores for English, Mathematics and Science;
 - While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).
- Hence, students will receive an assigned MTL score between AL 6 to 8 in PSLE.



THE PSLE SCORE

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- 4 subject ALs will be added to form the PSLE Score
- The PSLE Score ranges from 4 to 32, with 4 being the best



ENGLISH	AL4
MOTHER TONGUE	AL2
MATHEMATICS	AL4
SCIENCE	AL3

PSLE SCORE: 13

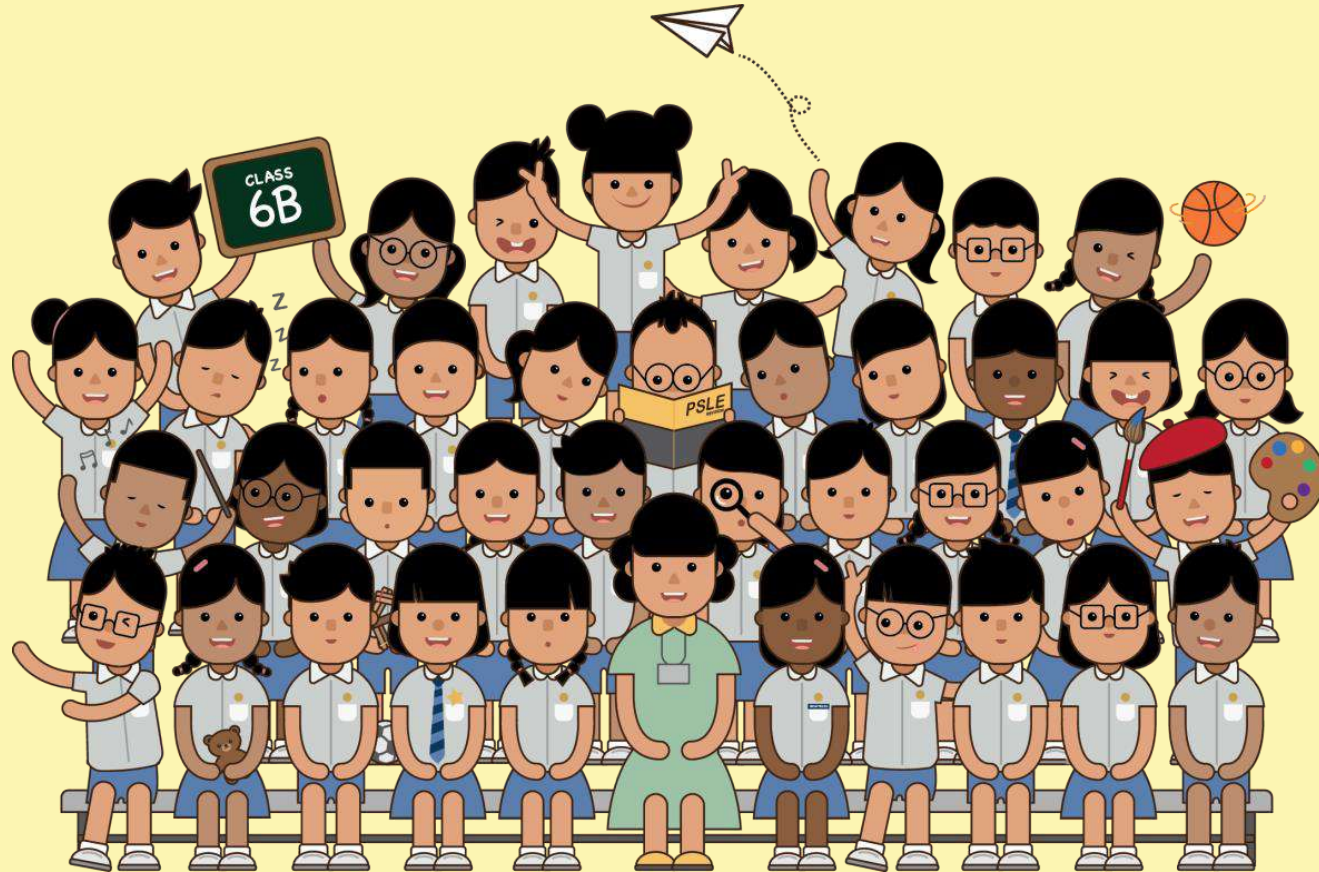
ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5

PSLE SCORE: 22

2024 S1 Cohort

- Full Subject Based Banding (SBB) will be fully rolled out in secondary schools starting from the 2024 S1 cohort.
- There will be changes with regard to the SBB
- More information will be shared when available

THANK YOU!



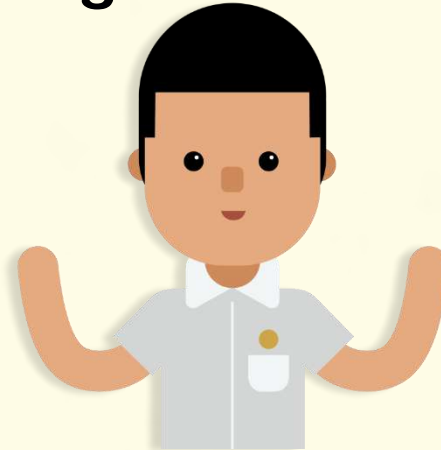
SUBJECT-BASED BANDING (PRIMARY)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The PSLE scoring system will not change the considerations for deciding on a student's subject combination.



SUBJECT-BASED BANDING (PRIMARY)

- Schools will continue to recommend based on the following:
 - Student's aptitude, motivation and performance in each subject;
 - Student's ability to cope with a particular subject combination; and
 - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Offering subjects at Foundation level is not a disadvantage to the students. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.





Subject-Based Banding **in** **Damai Primary School**

Subject-Based Banding at P5

End of Primary 5

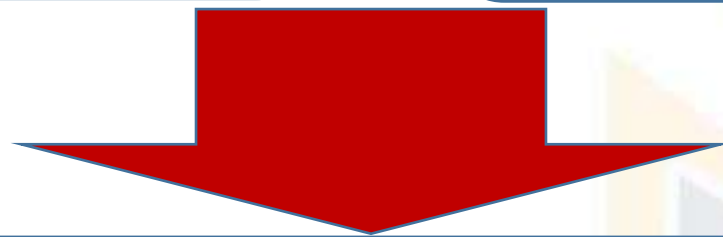
Student takes a subject combination determined by the school



Student who meets expectations will continue with the same subject combination



Student who has difficulty coping and does not meet expectations will switch subject combination or do subjects at the foundation level



End of Primary 6

Student will sit for PSLE

Subject-Based Banding at P5

At the End of Primary 5...

- School exercises professional judgement and autonomy to decide on the level of the subjects to be taken by students in P6, which includes emplacing a student in a less demanding subject combination so as to serve the best interest of the student.
- Recommendation will be based on:
 - Student's aptitude, motivation and performance in each subject
 - Student's ability to cope with a particular subject combination

Parents' Support

- Child's attendance in school is key
- Child's attention and focus during lesson is important
- Encourage child to ask questions to clarify and understand better
- Ensure child completes homework given
- Daily / Regular revision
 - revisit the lesson/concept taught for the day
 - revisit concepts learnt from P1 to P4
- Encourage child to continue to improve

Our **SPARK** Values

“Every Damaian has self-discipline to uphold our SPARK values.”

S incerity to self and others	Honesty / Care / Respect
P assion for learning	Responsibility / Self-directed / Curiosity
A spiration to succeed	Commitment / Seek to improve
R esilience in life	Perseverance / Adaptability
K indness to all	Helpful / Empathy

Damaians are to

- Attend school regularly
- Take learning during lessons seriously
- Develop good study habits
- Complete homework and learning activities given
- Exercise self-discipline and diligence to revise daily
- Seek clarification and help from teachers, classmates or friends when they face difficulty
- Demonstrate Passion for Learning, Aspiration to Succeed and Resilience in Life

At Damai Primary School

- Provide a safe and conducive learning environment
- Have supportive and caring teachers and staff to journey with your children for their holistic development
- Be our supportive partners for your children
 - Work closely with the teachers
- Be the positive role models for our Damaians

Believe, Make It Happen!

Have a great 2023 ahead!



Parents Briefing

By Mrs Kris Hay

Year Head (Upper Primary)



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Starting the year right

- Bonding activities in class to foster positive relationship among peers
- Target setting
- Interpersonal Skills programme
 - understanding differences
 - how to communicate effectively
 - working as a team
- Road Safety Walk
- P1-P5 Buddy programme

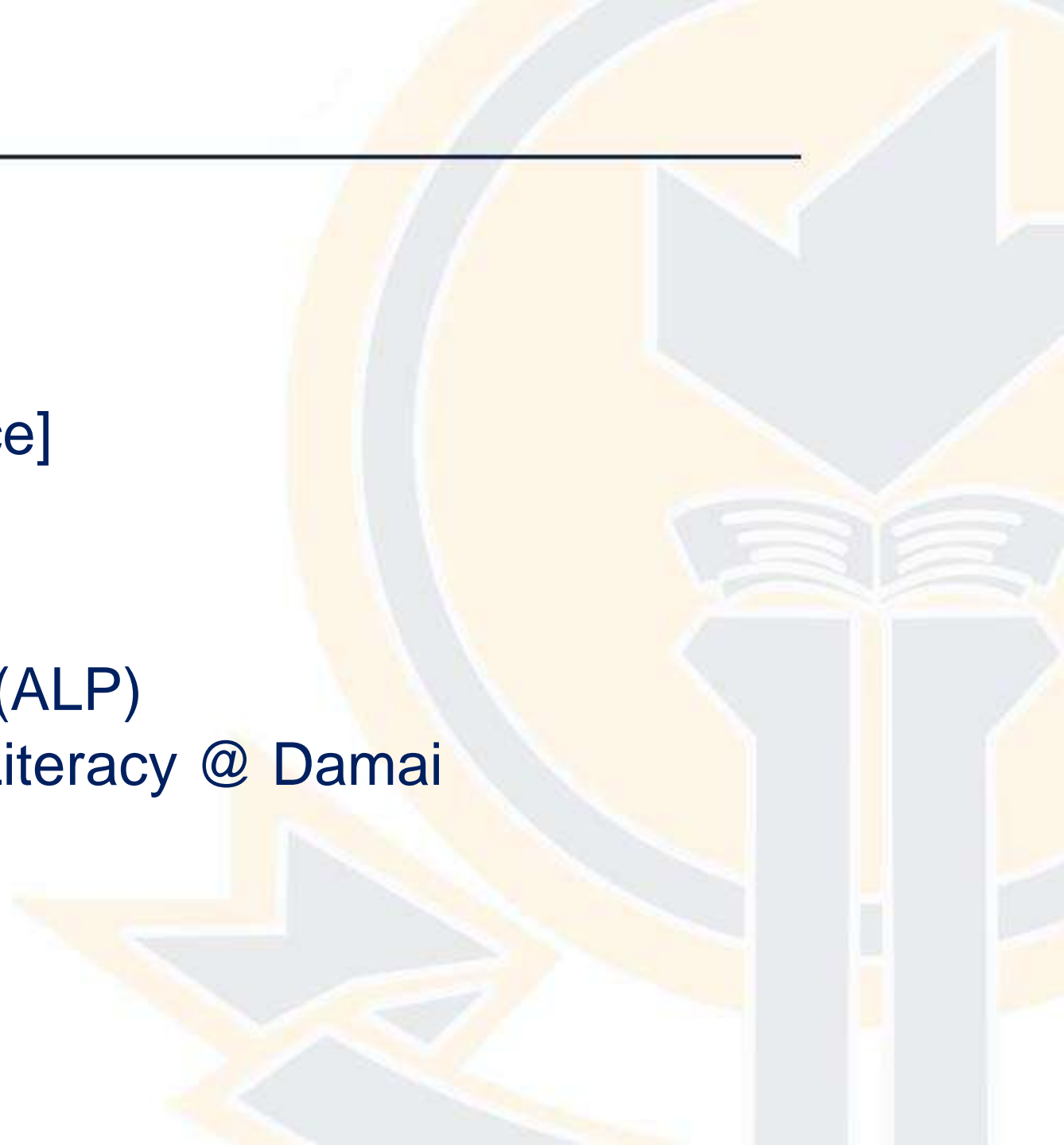


My Targets for 2023

Terms	English		Mathematics		Science		Mother Tongue	
	Target Marks	Actual Marks	Target Marks	Actual Marks	Target Marks	Actual Marks	Target Marks	Actual Marks
Term 1								
Term 2								
Term 3								
Term 4								


Level Programmes

- P5 Camp
- P5 NE Show
- E2K Programme [Math / Science]
- Values In Action Programmes
- Learning Journeys
- Applied Learning Programmes (ALP)
 - Digital and Media Literacy @ Damai



Academic Matters

Term 1 and Term 3 – Communicating students' progress in areas like Motivation, Communication and Teamwork

 TERM 3	Developing	Competent	Exceeding
1. Motivation			
• Shows confidence to explore new ways to learn			✓
• Completes tasks / assignments on time		✓	
• Shows passion and enthusiasm towards learning		✓	
2. Communication			
• Is able to carry out instructions		✓	
• Speaks clearly and loudly with confidence			✓
• Expresses ideas, thoughts and feelings clearly		✓	
• Interacts positively with group members		✓	
3. Teamwork			
• Practises turn-taking in conversations		✓	

Academic Matters

- **Topics and Weighting :**

- Refer to “School Assessment Policy” will be issued at a later date
- P5 EYE TOS will be issued at a later date

- **Absences:**

- Any absence must be supported by medical certificate issued by a medical doctor or other supporting document
- There will be no retake for school’s EYE (except for the ORAL exam)

NOTE:-

If your child/ward is unwell, he/she should be resting and recuperating at home.

The well-being of the child is MOST IMPORTANT.

Academic Matters – Remedial/HMT

Remedial

- Remedial class will commence in Term 1 Week 5 (for selected students)
- Every Monday and Thursday
- 2.00 – 3.00 pm
- Letters will issued to your child by Term 1 Week 4

Higher Mother Tongue (HMT)

- HMT lessons will commence in Term 1 Week 3 (17 Jan)
- Every Tuesday
- 2.00 – 3.00 pm
- Letters have been issued via Parents Gateway

Other Academic Matters

- **MT Spelling** : Every Tuesday
- **EL Spelling** : Every Thursday



Important Note on PSLE

Eraser Pen (e.g Frixion pen) is not allowed for use during examination.

- It is a retractable erasable **pen** that allows you to write, remove and rewrite without the use of a correction tape
- students are to use **dark blue or black ballpoint pen (with tip size of 0.5mm)** in answering non-MCQ questions

Students are advised not to do the following as it may affect the legibility of answers:-

- Do not use correction fluid / tape
- Do not highlight their answers
- It would be good for students to develop the habit of adopting the above practice in their daily work/ school exams.



SCHOOL-PARENT PARTNERSHIP

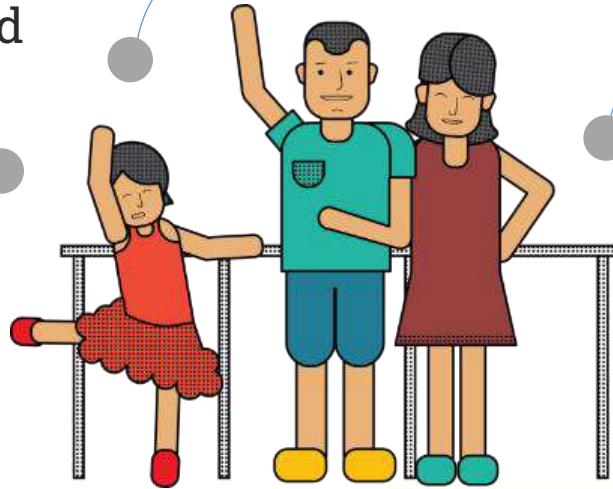


Partnering The School

1 Knowing
your child

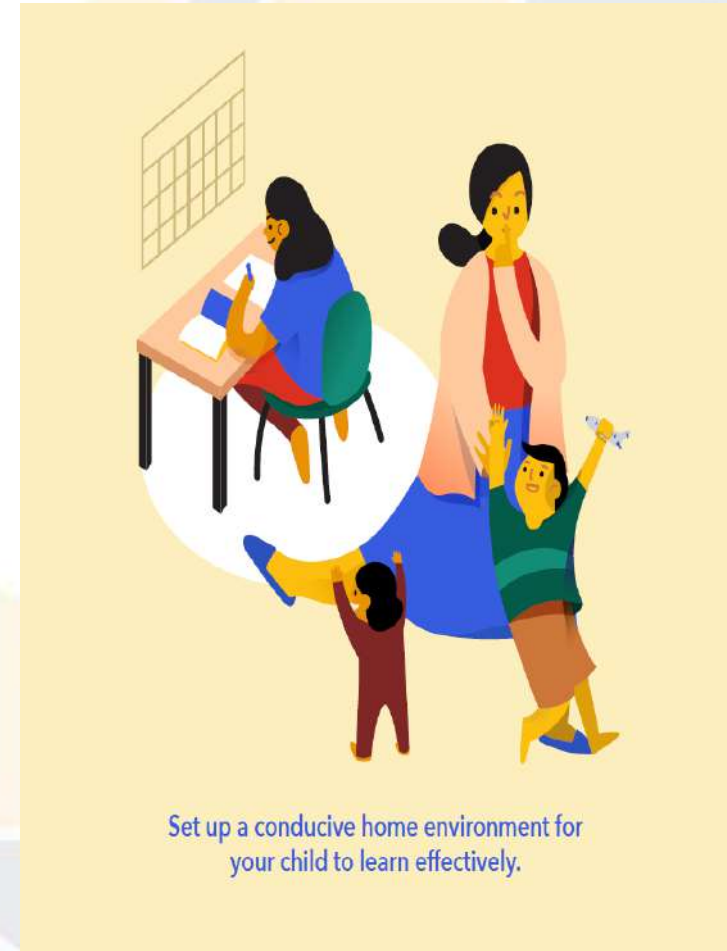
2 Developing
your child

3 Keeping in
touch with the
school



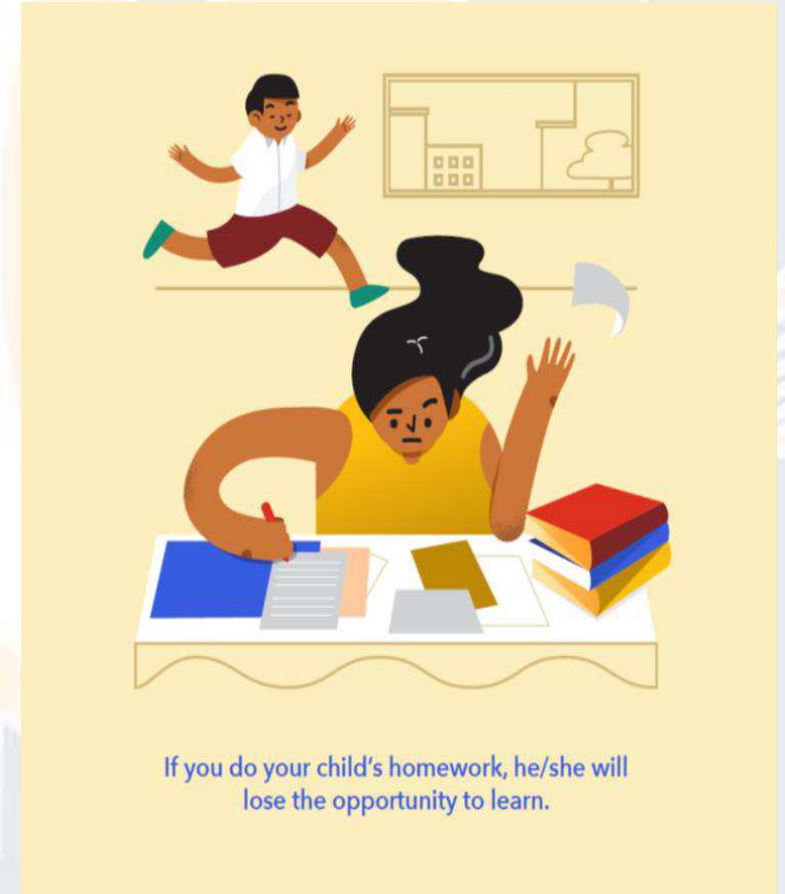
How can parents help:

- **Developing good habits by setting routines at home**
- Setting up a conducive home environment.
 - e.g. At home, set up a well-lit desk and a study area*
 - e.g. Parent could read with their children, set them housework etc.*
- Encourage your child to pack his/her own schoolbag and bring required items to school



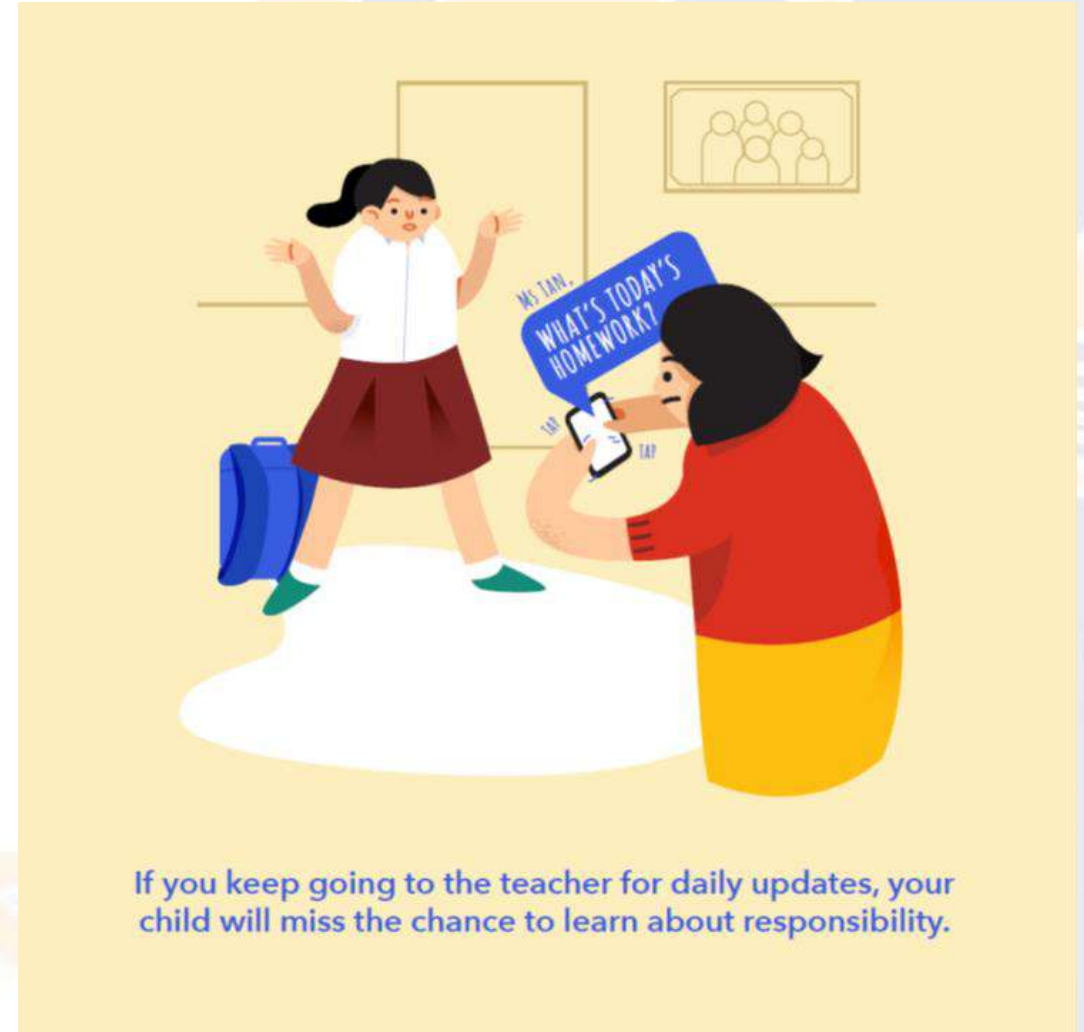
How can parents help:

- **Developing your child to be a self-directed learner**
 - Allow your child to attempt the homework on his/her own
 - Encourage your child to approach the teacher if he/she needs help with homework
 - Parents can direct your child to their Student Handbook for assignments to be completed for the day.



How can parents help:

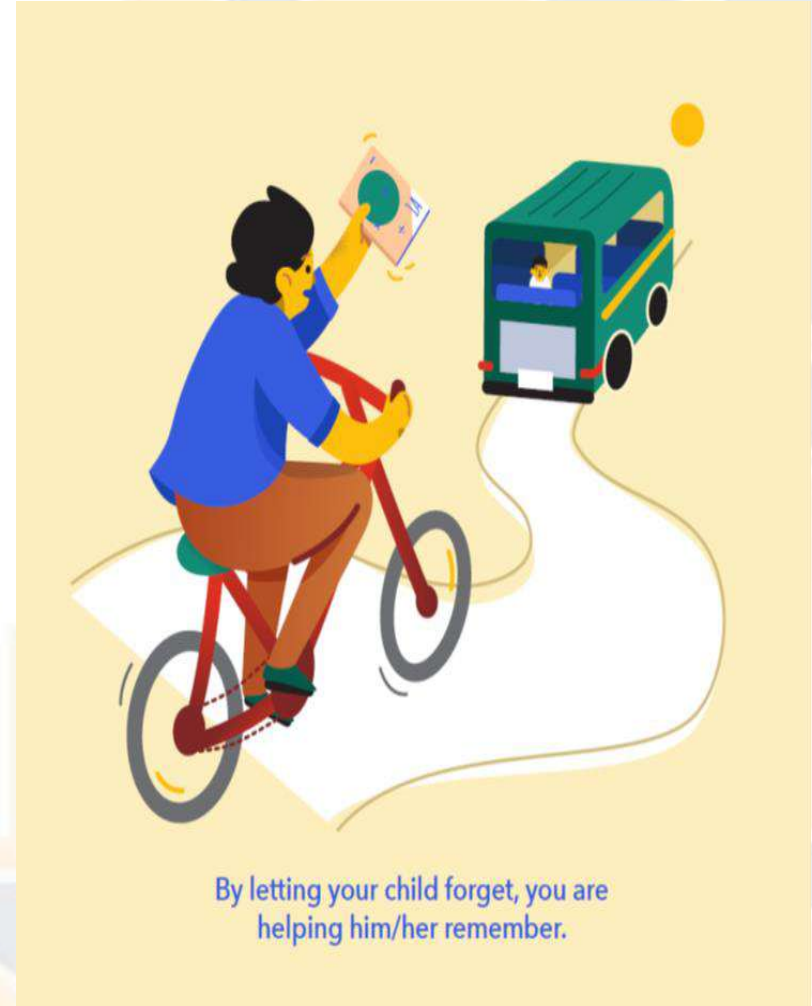
- **Developing your child to be a self-directed learner**
- Work with your child's teachers to understand his/her strengths, interests and development in academic and non-academic areas.
- Recognise your child's small successes beyond academic results
- Praise your child for his/her efforts, without focusing only on the outcome



How can parents help:

- **Building resilience in your child**
- To try and not to give up if facing challenges
- To manage friendship issue
- To instil self-discipline

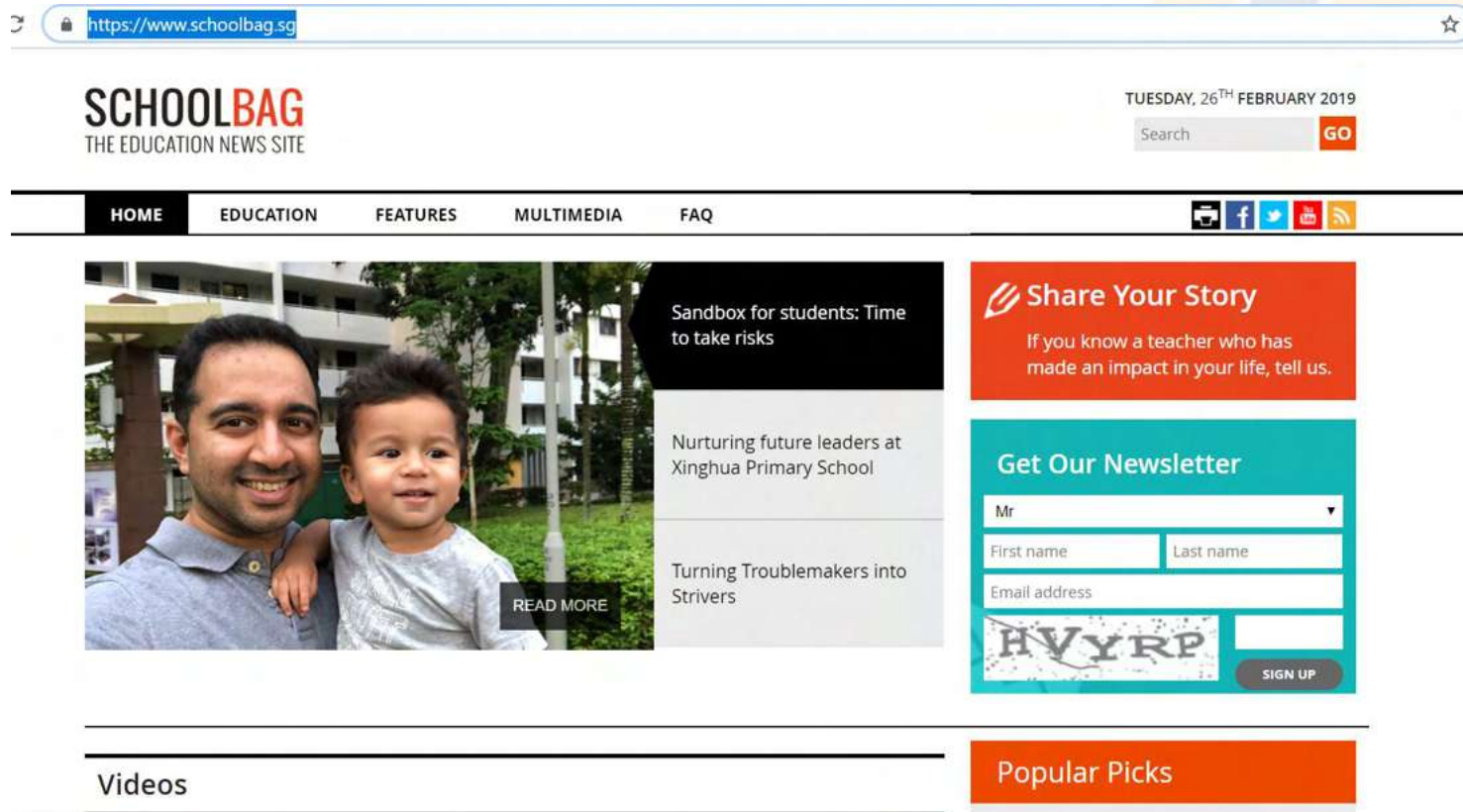
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By letting your child forget, you are helping him/her remember.

Support Your Child

Explore “SCHOOLBAG” portal for parenting tips



<https://www.schoolbag.sg/>

Upcoming Parent Engagement Session

Parent-Teacher-Student Conference (PTSC)

- Wednesday 24 May 2023



**Thank you for your Support,
Trust & Partnership**



Parents' Briefing

By Form Teachers
16 January 2023



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Agenda

- Introduction of Form Teachers
- Homework Policy
- Art Portfolio
- Core Subject Briefing



Homework Policy

Objectives of Homework

Effective use of Homework can help students to

- reinforce learning and deepen understanding of lessons taught
- allow students to regularly practise, and apply skills and concepts taught
- develop good study skills and habits
- encourage greater ownership and responsibility for independent/self-directed learning.

Homework Policy

General Guidelines on Homework Duration

Primary 5 & 6 Standard Subjects

- English, Mathematics, Science and Mother Tongue homework
- About 1.5 to 2 hours in total every weekday

Primary 5 & 6 Foundation Subjects

- English, Mathematics, Science and Mother Tongue homework
- About 1.5 to 2 hours in total every weekday

Homework Policy

- Teachers will write down the homework in the **homework column** at the side of the whiteboard.
- **Students to copy down** the homework in their handbook.
- **Teachers to include deadlines** for the assigned homework.
- Expect all students to complete their homework and hand it in on time.

Art Portfolio



Damai Primary School

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ART PORTFOLIO

In Damai Primary School, we believe that every student is an artist. An artist's **portfolio** showcases his/her best artworks compiled over a period of time and used for assessing performance or progress.

As required by MOE guidelines and syllabus, every student needs to have an art portfolio. We will use an A3 clear folder as indicated in the booklist for this purpose. Each clear folder will help archive your child's best artworks for 6 years.

Rationale of having an Art Portfolio

Your child will be empowered to choose his/her best artworks, write reflections about the processes, do write-ups on the chosen pieces and put them in the portfolio.

Your child will be able to see the progress he/she has made in art through his/her primary school education.

The art portfolio will give your child an advantage if he/she wish to apply to a Secondary School through Direct Schools Admission (DSA) for Art. He/She can bring the art portfolio for the DSA interview to support his/her application.

Reminder

When the art portfolio is being sent back for parents to sign in Semester 1, please ensure that your child brings it back to school the next day.

At the end of the year when your child's art portfolio is returned, do not throw away the portfolio or remove your child's chosen artworks.

Bring the same art portfolio to your child's new class in the following year.



English Language

Core Subject Briefing



Damai Primary School

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Term 1, 2 & 3

- Students to build a strong foundation in English and apply their knowledge, skills and strategies in order to use the language to good effect.
- Emphasis will be on the building of skills at an increasingly sophisticated level
- Milestone checks at regular intervals to monitor students' progress

P5 English – Format of Paper

Paper	Standard
Paper 1: Writing a. Situational Writing b. Continuous Writing	55 marks (Weighting – 27.5%)
Paper 2: Language Use & Comprehension	95 marks (Weighting – 47.5%)
Paper 3: Listening Comprehension	20 marks (Weighting – 10%)
Paper 4: Oral a. Reading Aloud b. Stimulus-based Conversation	30 marks (Weighting – 15%)
Total	200 marks (100%)

P5 English – Format of Paper (Standard)


PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING
1 Writing (1h 10 min)	Situational Writing	Open ended	1 item	15	27.5%
	Continuous Writing		1 item	40	

Part 1: Situational Writing (15 marks)

Part 1: Situational Writing (15 marks)

- 1 The pictures below show how you lost your rabbit after a "Show-and-Tell" session in school where you introduced your rabbit to your class.

Dottie




Information Sheet

Name: Dottie
Gender: Female
Colour: Brown and white
Favourite food: Cabbage
Favourite toy: Rubber ball
Health concern: Heart condition
Veterinarian: Dr Mariam

17 Oct 2011, 10:40am, in the classroom

It's Show-and-Tell!



Information Sheet

Name: Dottie
Gender: Female
Colour: Brown and white
Favourite food: Cabbage
Favourite toy: Rubber ball
Health concern: Heart condition
Veterinarian: Dr Mariam



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Your Task

Imagine you are the boy in the pictures.

Write a letter to the residents of your neighbourhood asking them to return your rabbit to you if they see it.

You are to refer to the pictures and information on page 4 for your letter.

In your writing, include the following key information:

- the date you lost your rabbit
- where you were when you found out your rabbit was missing
- some physical features of your rabbit
- why your rabbit is in need of care
- how you can be contacted

You may reorder the points. Remember to write in complete sentences.

- Clear understanding of PURPOSE, AUDIENCE, AND CONTEXT
- Clear presentation of ideas
- Points well –linked and well-sequenced.
- Minimal grammatical mistakes

0001/1

Part 2: Continuous Writing

– Standard (40 marks)

Part 2: Continuous Writing (40 marks)

- 2 Write a composition of at least 150 words about a challenge.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the challenge?
- Why was it challenging?

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



End of Paper

- Ideas relevant, clear, developed, & interesting
- Word choice
- Sentence structures
- Meaningful links

P5 English Language – Format of Paper

PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING %
2 Language use and Comprehension (1h 50 min)	Booklet A Grammar	MCQ	10 items	10	47.5%
	Vocabulary	MCQ	5 items	5	
	Vocabulary Cloze	MCQ	5 items	5	
	Visual Text Comprehension	MCQ	8 items	8	
	Booklet B Grammar Cloze	Open-ended	10 items	10	
	Editing for Spelling and Grammar	Open-ended	12 items	12	
	Comprehension Cloze	Open-ended	15 items	15	
	Synthesis and Transformation	Open-ended	5 items	10	
	Comprehension OE	Open-ended	10 items	20	

P5 English Language – Format of Paper

PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING %
3 Listening Comprehension (Abt 35 min)	Listening Comprehension	MCQ	20 items	20	10%
4 Oral (Abt 10 min)	Reading Aloud Stimulus-based Conversation	Open-ended	1 passage 1 visual stimulus	10 20	15%
			Total	200	100%

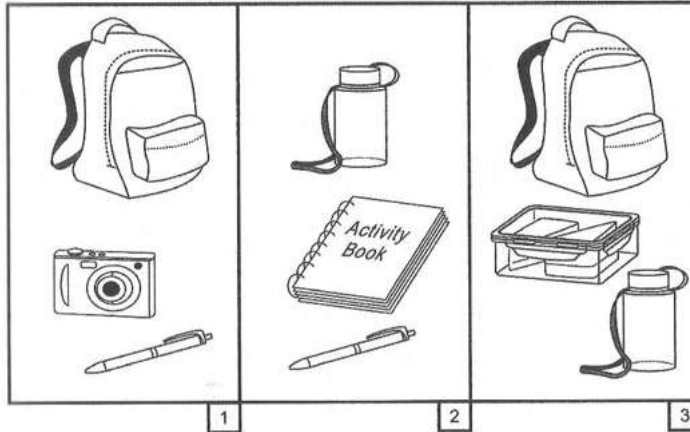
Listening Comprehension: Paper 3

(20 marks)

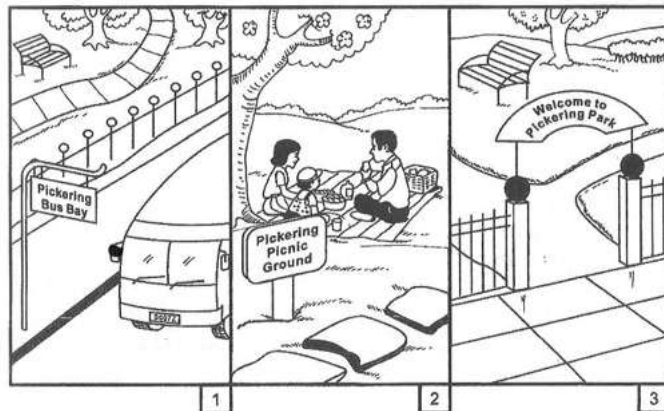
SHADE YOUR ANSWERS (1, 2 OR 3) ON THE OPTICAL ANSWER SHEET.

TEXT 1

- 1 Which picture shows the correct items each team member should take on the trail?



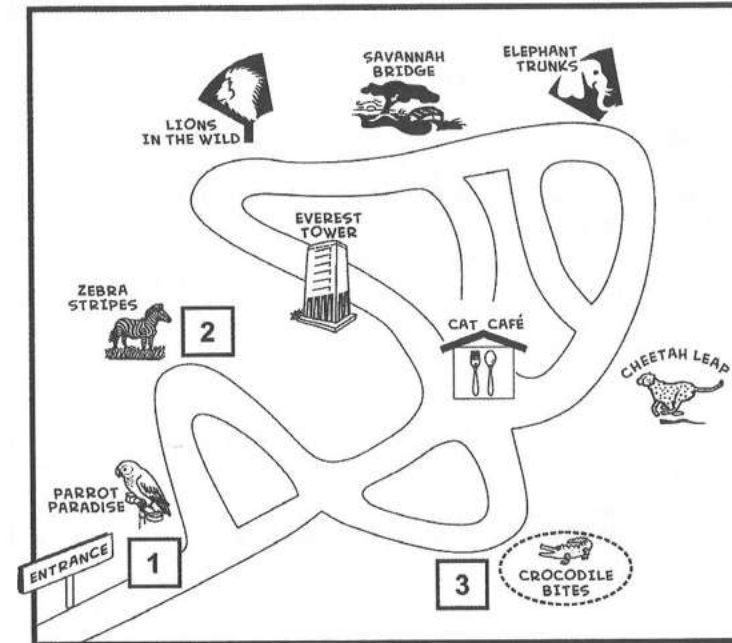
- 2 Which picture correctly shows the place where the trail ends?



(Go on to the next page)

TEXT 2

- 3 Where did Ravi plan to go immediately after the discussion?



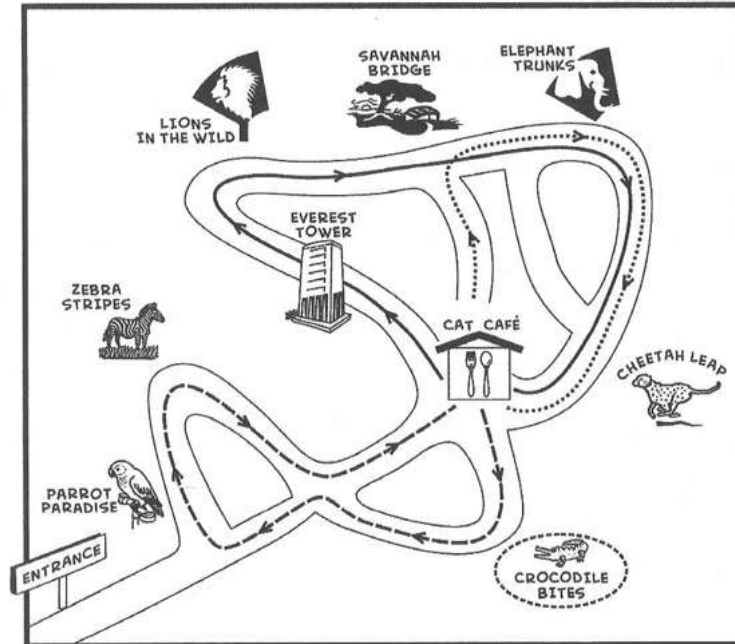
- Tests ability to understand spoken English
- May be in the form of news items, announcements, adverts, instructions, explanations, conversations, speeches & stories

Listening Comprehension: Paper 3

(20 marks)

5

4 Which of the three lines shows the route that Mei Chin plans to take?



1→

2 ———→

3 - - - - -→

(Go on to the next page)

8

TEXT 4

8 Why did Rose choose to be a part-time usher?

- (1) She could meet a lot of people.
- (2) She could watch concerts for free.
- (3) She could often take photographs with famous actors.

9 According to Rose, what is the most challenging task in her work?

- (1) to provide people with good service
- (2) to understand people's needs
- (3) to deal with difficult people

10 Which one of the following is true about Rose and the man?

- (1) Rose was annoying but the man was funny.
- (2) Rose was polite but the man was inconsiderate.
- (3) Rose was understanding and the man was gracious.

(Go on to the next page)

Oral Communication: Paper 4 (30 marks)

Reading Aloud (10 marks):

- Tests ability to pronounce and articulate words, read fluently with appropriate expression and rhythm.

MINISTRY OF EDUCATION, SINGAPORE
PRIMARY SCHOOL LEAVING EXAMINATION

ENGLISH LANGUAGE
READING PASSAGE

Suzy was overjoyed. Her school had selected her to take part in the Inter-school Cycling contest!

A week after she had shared this piece of good news with her family, she returned home from school to see a shiny new bicycle at her front door. With a quickening heart, she ran up to the bicycle and stroked its beautiful, gleaming frame and sturdy leather seat. She was so engrossed in admiring the new bicycle that she did not realise her father had walked up to her.

"Do you like it?" he asked, grinning broadly.

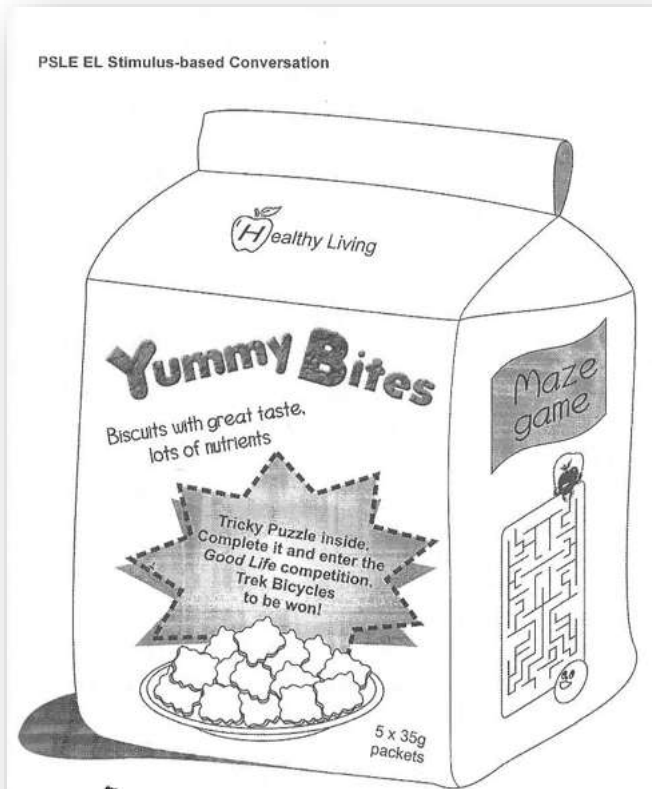
"Oh yes! Thank you, Dad, thank you!" Suzy cried with joy and asked, "Is it really mine?"

"Yes, your mother and I noticed that your old bike is getting rusty. So, to encourage you in your love for cycling, we decided to give you this surprise gift."

From that day onwards, Suzy practised cycling in the park every morning with her father. It became such a habit with them that long after the competition was over, they still continued with their daily exercise.

Oral Communication: Paper 4 (30 marks)

Stimulus-based Conversation (20 marks):



Tests ability to give personal response to a visual stimulus and engage in a conversation topic.

MINISTRY OF EDUCATION, SINGAPORE
PRIMARY SCHOOL LEAVING EXAMINATION

ENGLISH LANGUAGE
STIMULUS-BASED CONVERSATION

Notes to Examiners:

- (i) Use all the main prompts, (a), (b) and (c).
 - (ii) The bulleted prompts are provided for Examiners to use as necessary. You should use them at your discretion to facilitate the conversation.
 - (iii) You may also come up with your own additional prompts or discuss with the candidate relevant issues that might arise in the course of the conversation.
-
- (a) Look at the picture. Would you be interested to buy the biscuits? Tell me why / why not.
 - Why do you think a maze game is given on the biscuit box?
 - (b) What kinds of food do you enjoy eating, and do you think your diet is a healthy one?
 - Are you influenced by what your friends and family eat?
 - (c) Eating healthily is one example of healthy living. Exercising is also a good way to have a healthy lifestyle. What sorts of exercise do you like and why?
 - Are there any forms of exercise that you have never done before and would like to try?

Primary 5 Foundation English Language – Format of Paper

Paper	Foundation
Paper 1: Writing a. Situational Writing b. Continuous Writing	40 marks (Weighting – 26.7%)
Paper 2: Language Use & Comprehension	60 marks (Weighting – 40%)
Paper 3: Listening Comprehension	20 marks (Weighting – 13.3%)
Paper 4: Oral a. Reading Aloud b. Stimulus-based Conversation	30 marks (Weighting – 20%)
Total	150 marks (100%)

P5 Foundation English Language – Format of Paper

PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING
1 Writing (1h 10 min)	Situational Writing	Open ended	1 item	10	26.7%
	Continuous Writing		1 item	30	

Part 1: Situational Writing (10 marks)

Part 1: Situational Writing (10 marks)

Read the poster shown below carefully.



1

Your Task

You came across the poster shown on page 1.

You want to go to the fair on the opening day with your cousin, Sheela.

Write an email to Sheela, telling her about the fair and asking her to go with you.

In your writing, include the following key information:

- why you are writing to Sheela
- the date you want to visit the fair
- how you can win prizes
- two things which you can buy at the fair

You may reorder the points. Remember to write in complete sentences.

- Ideas relevant, clear, developed, & interesting
- Word choice
- Sentence structures
- Meaningful links

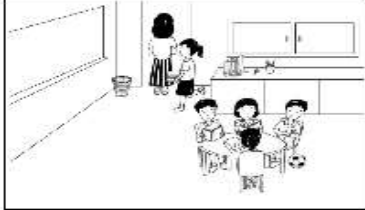



Part 2: Continuous Writing

– Foundation English (30 marks)

- Ideas relevant, clear, developed, & interesting
- Word choice
- Sentence structures
- Meaningful links

Part 2: Continuous Writing (30 marks)

- (1) The pictures below show what happened in the classroom one morning.
Based on these pictures, write a story of at least 120 words.
Give the story your own ending. You may use the helping words and phrases given. You may also include other details.

(a)		stepped out of classroom instructed the students read silently
(b)		felt bored thoughtful showed off
(c)		accidentally kicked too hard cracked window pane stared in horror
(d)		

P5 Foundation English Language

– Format of Paper

PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING %
2 Language use and Comprehension (1h 20 min)	Booklet A	MCQ	8 items	8	40%
	Grammar				
	Punctuation	MCQ	2 items	2	
	Vocabulary Cloze	MCQ	5 items	5	
	Visual Text Comprehension	MCQ	5 items	5	
	Booklet B	Open-ended	5 items	5	
	Form Filing				
	Editing for Grammar	Open-ended	6 items	6	
	Editing for Spelling	Open-ended	6 items	6	
	Comprehension (Completion of sentences)	Open-ended	5 items	5	
	Synthesis	Open-ended	3 items	3	
	Comprehension Cloze	Open-ended	5 items	5	
	Comprehension (Passage A and Passage B)	Open-ended	10 items	10	

P5 Foundation English Language

– Format

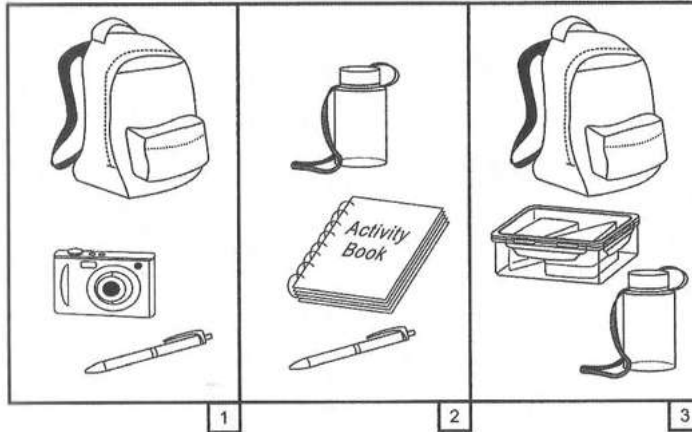
PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING %
3 Listening Comprehension (Abt 35 min)	Listening Comprehension	MCQ	20 items	20	13.3%
4 Oral (Abt 10 min)	Reading Aloud Stimulus-based Conversation	Open-ended	1 passage 1 visual stimulus	10 20	20%
			Total	150	100%

Listening Comprehension: Paper 3

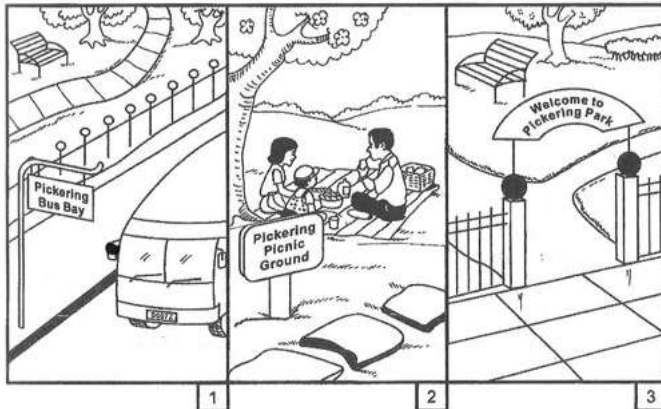
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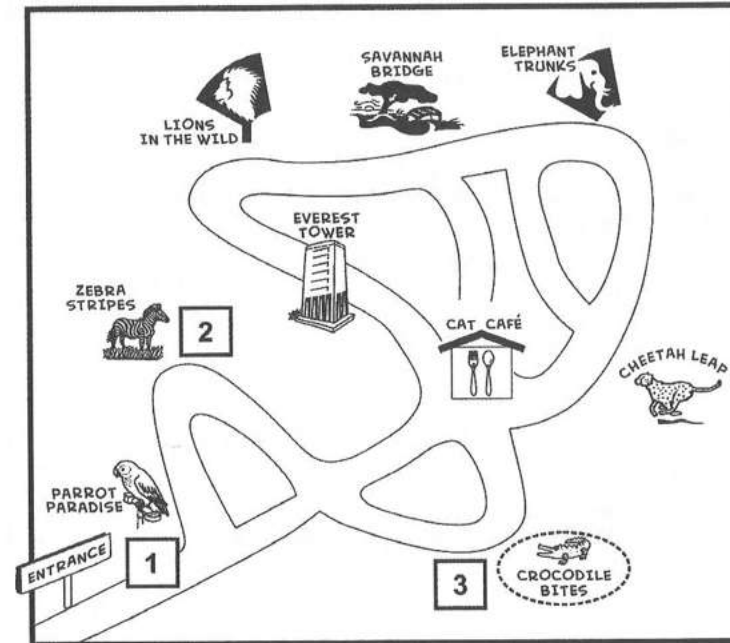
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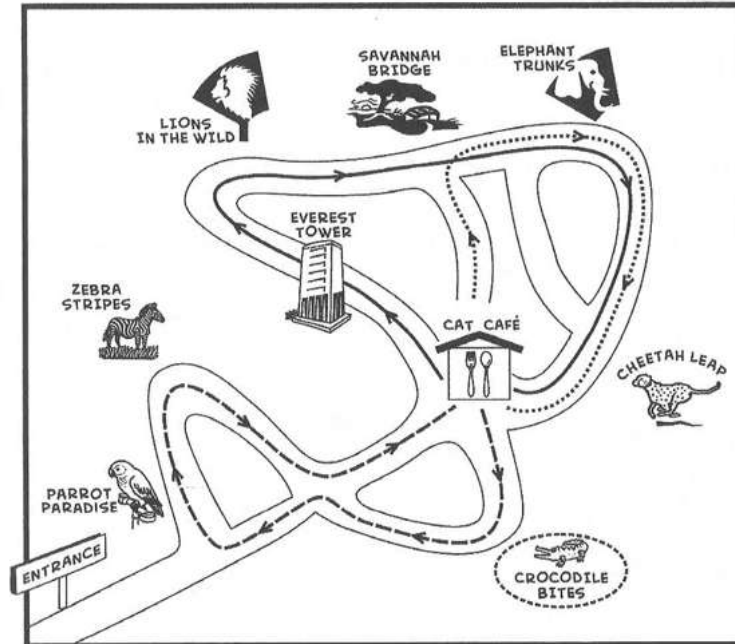


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Listening Comprehension: Paper 3

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PRIMARY SCHOOL LEAVING EXAMINATION

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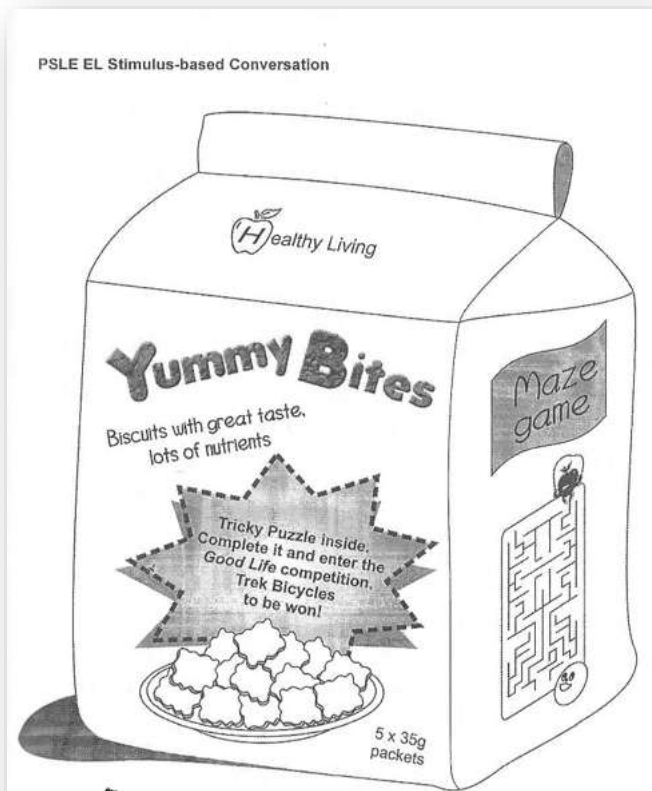
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MINISTRY OF EDUCATION, SINGAPORE
PRIMARY SCHOOL LEAVING EXAMINATION

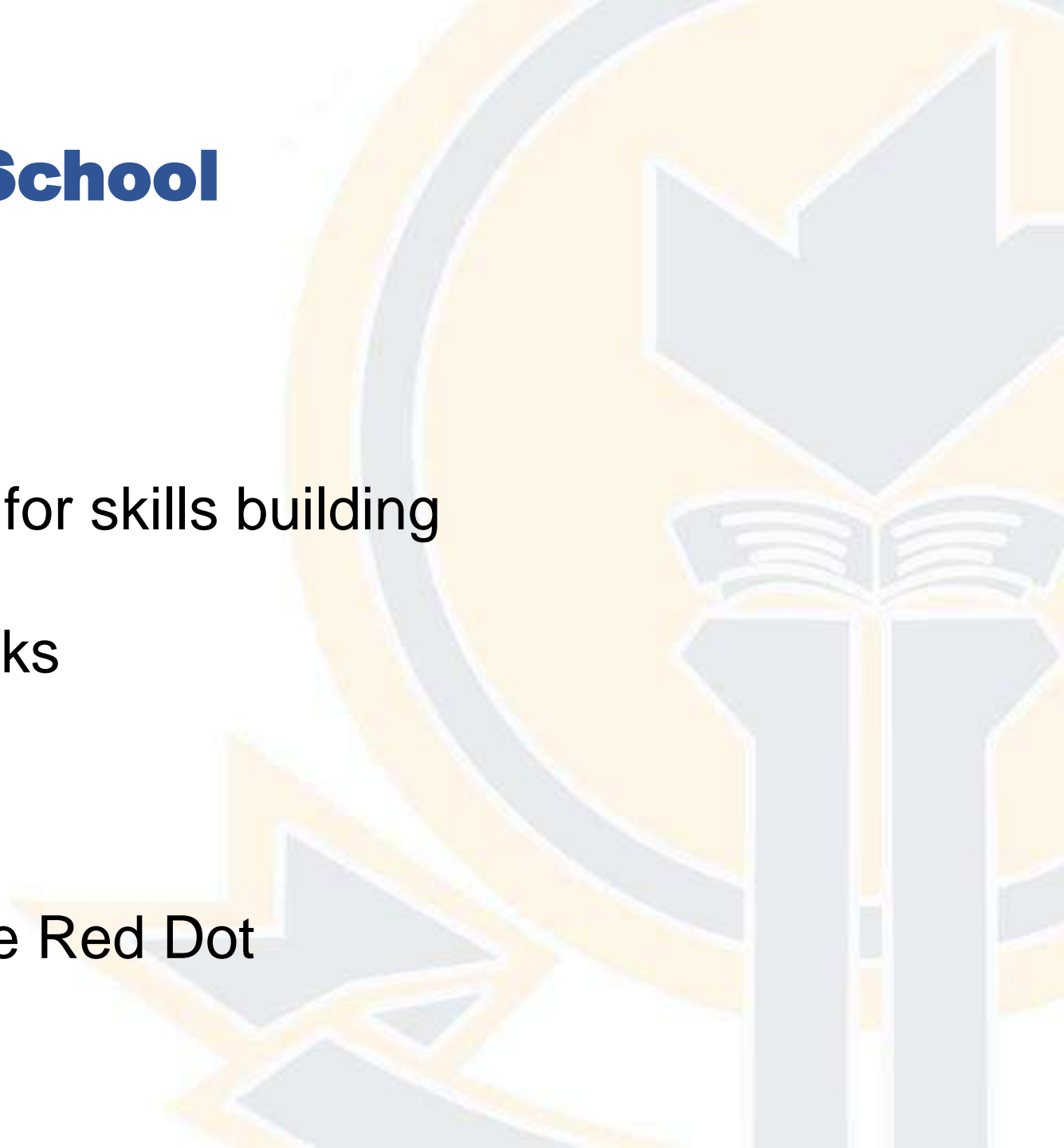
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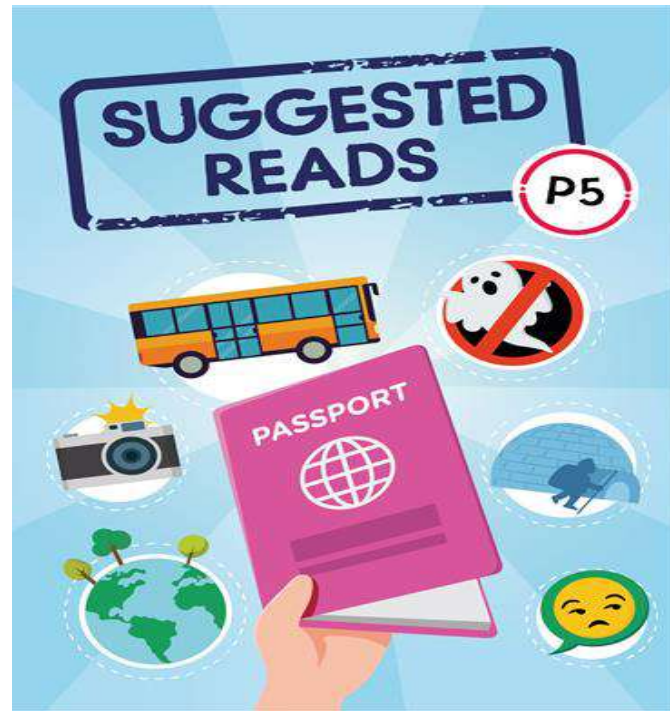
Support from School

- Remedial lessons
- In-house packages for skills building
- Supplementary books
- Practice papers
- Subscription to Little Red Dot



How You Can Support Your Child

<https://childrenandteens.nlb.gov.sg/book-recommendations/recommend-primary>



Reading books can accelerate vocabulary-building, improve grammar, and sharpen writing.

How You Can Support Your Child

Allow time for watching of television programmes:

- Be selective
- ✓ Educational content
- ✓ Good story lines
- ✓ Good language use

X Avoid certain programmes:

Excessive violence and gore
Mature themes
Poor language use

Mathematics

Core Subject Briefing



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Overview of content in P5 Standard Mathematics

Semester 1	Semester 2
<u>5A Units 1 to 3, 5</u> Whole Numbers Fractions Ratio <u>5B Units 1 to 4</u> Decimals Percentage Rate	<u>5A Units 4 & 6</u> Area of Triangle Volume <u>5B Units 4 to 8</u> Rate Average Angles Triangles Quadrilaterals

- Reshuffling of topics to facilitate connection of similar concepts and skills in Fractions, Ratios, Decimals and Percentages
- Start using 5B books in end March

P5 Std Maths – Weighted & Non-weighted assessments

Non-weighted assessments

- Mastery Test (Multiplication tables, Fractions, Decimals)
- Daily work (Activity books, Maths Booster Books)
- Factual Fluency exercises/Short Quiz (use of pen & paper/A4-cardcase/ICT resources)
- Timed Review Practice

Weighted assessments

- Term 1 Review Test (10% - 40 marks, 50 min, calculator not allowed)
- Term 2 Review Test (15% - 40 marks, 50 min, calculator not allowed)
- Term 3 Review Test (15% - 32 marks, 50 min, calculator is allowed)
- End-Year Examination (60% - 100 marks)

Standard Mathematics Examinations Format

End- Year Examination Format (100 marks)

Paper 1 (45 marks)

15 multiple choice questions
(10 1-m, 5 2-m; 20 marks)

15 short answer questions
(5 1-m, 10 2-m; 25 marks)

Total : 30 questions

Duration: 1 h

Use of calculator is not allowed

Paper 2 (55 marks)

5 short answer questions
(5 2-m; 10 marks)

12 long answer questions
(3 – 5 m; 45 marks)

Total : 17 questions

Duration: 1 h 30 min

Use of calculator is allowed

Paper 1 and Paper 2 are administered on the same day with a break in between.

P5 End-Year Examinations Format

Paper 1 - testing speed and accuracy

- Need to be fast with computing the arithmetic operations (add, subtract, multiply and divide) accurately

Paper 2 – testing problem solving skills

- Need to be able to read and understand questions, analyse questions and apply skills and concepts, use different problem solving strategies

Mathematics – Cultivate good habits

To improve on speed and accuracy, students need to:

- master *number facts within 20* and *multiplication tables of 2 to 12*
- create formulae cards or take notes on concepts and formulas
- practise time management - complete 15 1-m questions within 20 mins and 15 2-m questions within 30 mins, leaving 10 mins for checking Paper 1

P5 Foundation Mathematics Topics

Semester 1	Semester 2
<u>5A Units 1 to 6</u> Whole Numbers Fractions Geometry <u>5B Unit 1</u> Decimals (*need to bring 5B books in May)	<u>5B Units 2 to 7</u> Decimals Fractions Time Perimeter, Area & Volume Rate Tables & Graphs

P5 Fdn Maths – Weighted & Non-weighted assessments

Non-weighted assessments

- Mastery Test (Multiplication tables, Fractions, Decimals)
- Daily work (Activity books, printed worksheets)
- Factual Fluency exercises/Short Quiz (use of pen & paper/A4-cardcase/ICT resources)
- Timed Review Practice

Weighted assessments

- Term 1 Review Test (10% - 40 marks, 50 min, calculator not allowed)
- Term 2 Review Test (15% - 40 marks, 50 min, calculator not allowed)
- Term 3 Review Test (15% - 32 marks, 50 min, calculator is allowed)
- End-Year Examination (60% - 90 marks)

P5 End-Year Examinations Format

Foundation Mathematics (90 marks)

Paper 1 (50 marks)

20 multiple choice questions
(30 marks)

10 short answer questions
(20 marks)

Total: 30 questions

Duration: 1 h

Use of calculator is not allowed.

Paper 2 (40 marks)

10 short answer questions
(20 marks)

6 long answer questions
(3 – 4 marks, total 20 marks)

Total: 16 questions

Duration: 1 h

Use of calculator is allowed.

Paper 1 and Paper 2 are administered on the same day with a break in between.

P5 End-Year Examinations Format

Paper 1 - testing speed and accuracy (30 questions within 1 hour)

- Need to be fast with computing the arithmetic operations (add, subtract, multiply and divide) accurately

Paper 2 – testing problem solving skills

- Need to be able to read and understand questions, analyse questions and apply skills and concepts, use different problem solving strategies

Mathematics – Cultivate good habits

To improve on speed and accuracy, students need to:

- master **number facts within 20** and **multiplication tables of 2 to 12**
- create formulae cards or take notes on concepts and formulas
- practise time management - complete 10 1-m questions within 10 mins and 20 2-m questions within 40 mins, leaving 10 mins for checking Paper 1

Mathematics – Cultivate good habits

To improve on solving Maths Short Answer Questions (SAQ), students need to:

- read and understand the question before doing (e.g. understand key data, do annotation to connect information)
- **always** show the working especially for 2-m SAQ as Method mark will be awarded if the method used is correct even if the final answer is wrong
- be organized and do not skip steps just to be fast
- check for computation errors (CE) and transfer errors (TE)

Mathematics – Cultivate good habits

To improve on Solving Maths Problem Sums (KFC method)

- **K – Know** Read the question for an overview. Know the key information and the final question. (What do I know ? - Underline them)
- **F – Find** Find answers to hidden questions (if any) before finding answer to the final question. (What must I find first? What are the strategies I can use? e.g. model drawing, tabulation, work backwards)
- **C- Check** Check accuracy of the calculation, reasonableness of the answer and whether the answer has the correct units of measurement (if any)

Purpose of Assessments

- Provide feedback on progress, strengths and areas for improvement
- Encourage greater ownership in learning and self-direction

Diagnostic Marking

CE Computational error

TE Transfer error

MR Misread number/information

^ Missing units/steps/numbers

FS? Missing final statement



P5 Maths Term 3 Review Test 2022 – Student Reflection

Name: _____ () Class: _____ Date: _____

Part 1

Instructions

- For questions which you did not get full marks, put a tick (✓) in the box if the reason applies.
- You can tick more than 1 box for each question.

Legend

MR	Misread the question (either missed out information or copied number wrongly)
CE	Computational error (write down +, -, x or ÷)
TE	Transfer error (copied own handwriting wrongly to next step or answer blank)
WM	Used wrong method or formula
IDK	I don't know how to do or can only do one step or a few steps
NT	I had no time to complete the question

Qn	Topic	Concept	MR	CE	TE	WM	IDK	NT
1	Fractions	Conversion Between Fractions and Decimals						
2	Ratio	Equivalent Ratios and its simplest form						
3	Decimals	Place Values (Tenths, Hundredths, Thousandths)						
4	Decimals	Conversion of measurements (km & m, m & cm, kg & g, l & ml)						
5	Average	Average as total value divided by no. of data						
6	Fractions	Equivalent Fractions						
7	Decimals	Word Problems (4 operations)						
8	Ratio	Heuristics: Gaps & Intervals						
9	Percentage	Word Problems (up to 2-step)						
10	Percentage	Write fractions/mixed numbers & decimals as % and vice versa						
11	Rate	Problem solving						
12	Fractions	Add/Subtract Unlike fractions						
13	Decimals	Rounding to nearest whole number, 1 dec or 2 dec places						
14	Decimals	Comparing and ordering						
15	Percentage	Write fractions/mixed numbers & decimals as % and vice versa						
16	Percentage	Find % part of a whole or a set of items						
17	Fractions	Product of proper fractions/ improper fraction with whole number without calculator						
18	Fractions	Word Problems (addition, subtraction & multiplication)						
19	Ratio	Word Problems (up to 2-step)						
20	Decimals	Addition and Subtraction (up to 2 decimal places)						
21	Decimals	Multiply/divide decimals up to 3 decimal places by 10, 100, 1000						

Qn	Topic	Concept	MR	CE	TE	WM	IDK	NT
		and their multiples without calculator						
21	Percentage	Find GST, Discount, Annual Interest						
22	Fractions	Product of proper/improper fraction and a proper fraction without calculator						
23	Rate	Problem solving						
24	Average	Average as total value divided by no. of data						
25	Average	Relationship between Total, Average and No. of data (can include reading of tables, line and bar graphs)						

	MR	CE	TE	WM	IDK	NT
Total Ticks						

Part 2

Instructions:

- Count the number of 'IDK' ticks for each topic and write the number in the table below.
- The topics with the most number of IDKs are your areas of weakness. You are strongly encouraged to practise 2 to 3 questions on each of these topics daily.

Areas of Weakness

Topic	Number of IDKs
Fractions	
Ratio	
Decimal	
Percentage	
Rate	
Average	

Parent's Signature : _____ Date : _____

Suggested resources for self-directed learning

The screenshot shows the homepage of 'Kids Math Games'. At the top, it says 'Kids Math Games 5 8' with a cartoon character. Below this is a navigation bar with categories: Numbers, Geometry, Facts, Worksheets, Videos, Quizzes, Pictures, and Fun Stuff. A search bar is also present. The main content area is divided into four sections: 'Fun math games for kids!' (welcome message and a computer icon), 'Numbers' (learn about numbers with interactive games and a list of activities), 'Geometry' (check out educational geometry games and a list of activities), and 'Videos' (watch great math videos for kids and a list of topics). Each section includes a list of specific activities or topics.

Kids Math Games 5 8
Have fun learning online!

Science Math English

ENHANCED BY Google

Numbers Geometry Facts Worksheets Videos Quizzes Pictures Fun Stuff

Logic Puzzles Money Addition Subtraction Multiplication Division Counting Problem Solving Sudoku Board Games Memory Fractions Probability

Fun math games for kids!

Welcome to Kids Math Games Online! Enjoy a wide range of free math games, interactive learning activities and fun educational resources that will engage students while they learn mathematics.

Find cool math games, interesting facts, printable worksheets, quizzes, videos and so much more!

Numbers

Learn about numbers with these fun interactive games and activities. Complete challenges related to fractions, decimals, place values, graphs, probability, codes, data, mean, median & mode, calculators and more.

- Fun fraction game
- Decimals activity for kids
- Learn about probability
- Percentage game for kids

Geometry

Check out these educational geometry games for kids and have fun improving your geometry skills. Learn about shapes, grids, weights, measurements, building blocks, angles, transformations and more.

- Fun shape game for kids
- Measuring length & weight
- Angle game for kids
- Learn about grids & coordinates

Facts

Enjoy our interesting math facts, trivia and information related to the world of mathematics. Learn about numbers, read famous quotes and learn about shapes such as circles, squares, triangles, spheres and cubes.

- Interesting number facts
- Fun geometry facts for kids
- The history of mathematics
- Famous mathematicians

Videos

Watch these great math videos for kids and have fun learning online with educational clips that will teach you the order of operations, how to add and subtract fractions and many more handy math tips.

- How to add & subtract fractions
- Multiply & divide fractions
- Applying order of operations
- Basic shapes video for kids

Printable Worksheets

Find a range of printable math worksheets for kids and enjoy a range of free activities that parents and teachers can use to help students practice their subtraction, division, basic algebra and other math skills.

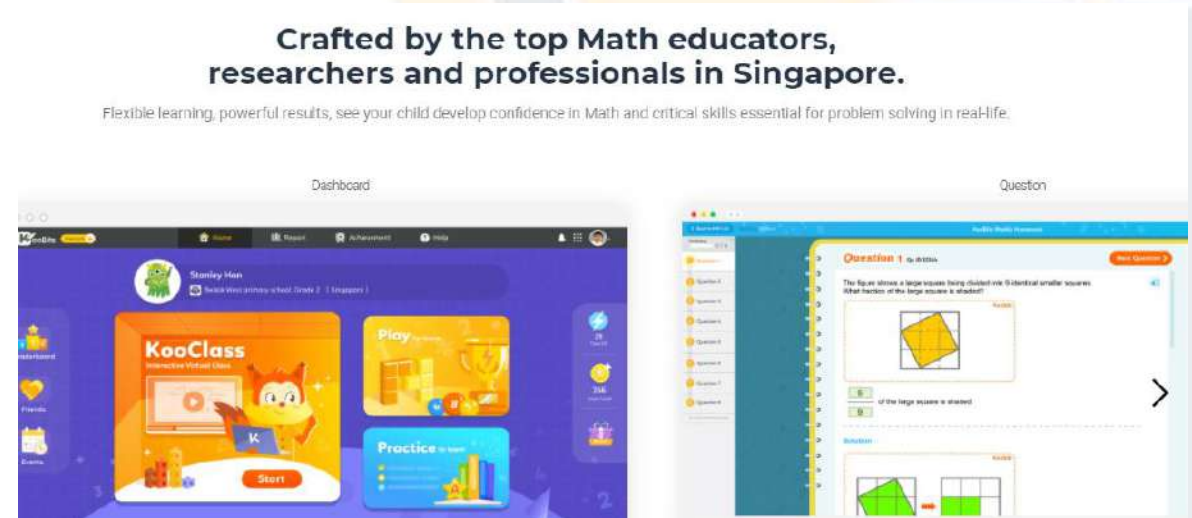
- Addition worksheet for kids
- Multiplication worksheet for kids
- Fractions worksheet for kids
- Number coloring pages

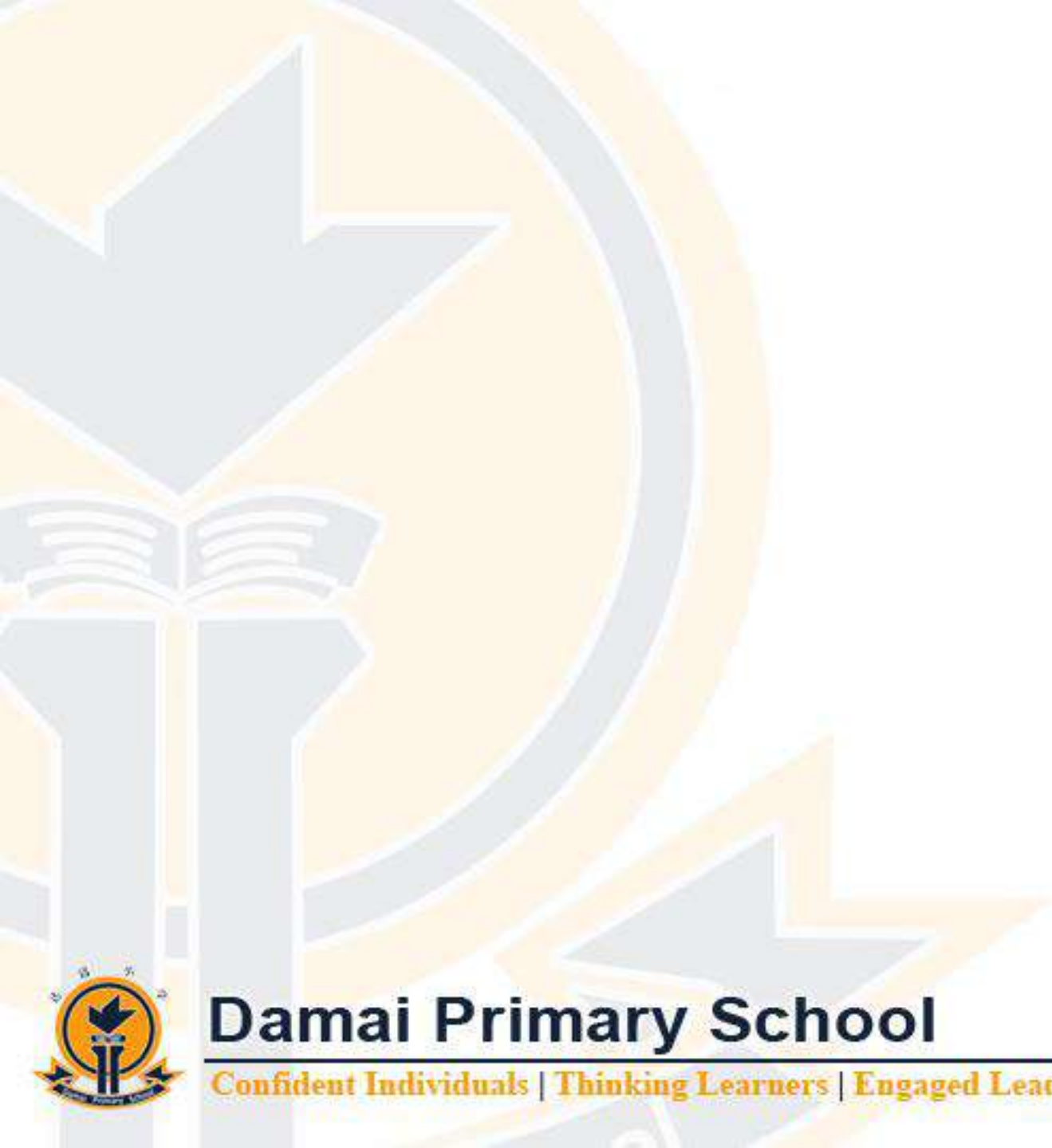
- All Damai students have an account with:
- **Student Learning Space:**
- <https://vle.learning.moe.edu.sg/login>
- **Koobits:**
- <https://www.koobits.com/>
- **Play online maths related games:**
- <http://www.kidsmathgamesonline.com/>
- <https://toytheater.com/category/math-games/>

Suggested activities for self directed learning

Damai Primary has subscribed for each student an account in <https://www.koobits.com/>

- encourage *20-min a day* for topical or review practice daily
- revise **P3 to P4 Maths** and **P5 Foundation Maths topics (Fdn MA)**
- revise and practise questions on **P3 to P5 Maths topics (Std MA)**





Science

Core Subject Briefing



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

<u>E</u>ngage	Interest is piqued. Students make connections with prior experience and understanding is connected.
<u>E</u>xplore	Explore the concept through hands-on activities , identify real questions, develop a hypothesis and test variables.
<u>E</u>xplain	Direct instruction in this phase is presented in a collaborative fashion. Vocabulary is defined, concepts are explained and misconceptions are remediated.
<u>E</u>laborate	Generalisations about the new learning is applied to previous investigations and new hypothesis are tested to draw conclusions.
<u>E</u>valuate	Evaluate their own learning and prove what they know in writing, conversation and demonstration.

P5 STD SC – Weighted & Non-weighted assessments

Non-weighted assessments

- Performance-based assessments (class-based practical tasks)
- Self-reflection checklist, Concept maps & Spelling
- Worksheets in Science Packages
- Timed Review Practice

Weighted assessments

- Term 1 Review Test (10% - 30 marks, 45 min)
- Term 2 Review Test (15% - 40 marks, 60 min)
- Term 3 Science Practical Test (15% - 15 marks, 45 min)
- Term 4 End-Year Examination (60% - 100 marks, 1h 45min)

P5 STD Science – Format of paper

Item Type	Examination Format for P5		
	Marks per Qn	Number of Qn	Weighting (%)
Booklet A: MCQ	2	28	56
Booklet B: Open-ended	2 – 5	13	44
Total		<u>41</u>	<u>100</u>
Knowledge With Understanding	40% - 50%	Application & Process Skills	50% - 60%
Duration	1 h 45 min		

P5 STD SC – Areas for Improvement (based on P4 EYE 2022)

Content:

- Matter (P4)
- Heat (P4)

To Revise

Skills to focus on:

- Line Graph reading
- Expressing their answers using scientific concepts in open-ended questions



Type of Questions

Booklet A (MCQ)

- Revise basic concepts, especially P3&4 topics; weekly MCQ practice

Booklet B (Open-Ended)

- Apply concepts learnt to real and new situations
- More exposure to questions involving inferring, analysing data and reasoning
- More focused on answering fair test/ investigative type of questions

Students to also reflect on their learning (areas of strengths & weakness) and do target setting (e.g. to score at least 40/56m for MCQ)



P5 FDN SC – Weighted & Non-weighted assessments

Non-weighted assessments

- Performance-based assessments (class-based practical tasks)
- Self-reflection checklist, Concept maps & Spelling
- Worksheets in Science Packages
- Timed Review Practice

Weighted assessments

- Term 1 Review Test (10% - 30 marks, 40 min)
- Term 2 Review Test (15% - 35 marks, 45 min)
- Term 3 Science Practical Test (15% - 15 marks, 45 min)
- Term 4 End-Year Examination (60% - 70 marks, 1h 15min)

P5 FDN Science – End Year Examinations Format (1h 15 min)

Item Type	Examination Format for P5		
	Marks per Qn	Number of Qn	Marks
Booklet A: MCQ	2	18	36m
Booklet B: Structured	2 – 3	6 - 7	14m
Open-ended	2 – 5	6 - 7	20m
Total		<u>30 - 32</u>	<u>70m</u>
Knowledge with Understanding	40% - 50%	Application & Process Skills	50% - 60%

P5 FDN SC – Areas for Improvement (based on P4 EYE 2022)

Content:

- Matter (P4)
- Heat (P4)

To Revise

Skills to focus on:

- Line Graph reading
- Expressing their answers using scientific concepts in open-ended questions



Type of Questions

Booklet A (MCQ)

- ✓ Revise basic concepts, especially P3&4 topics; weekly MCQ practice

Booklet B (Structured/Open-Ended)

- ✓ Apply concepts learnt to real and new situations
- ✓ Strength process skills (Understanding fair test, inferring & analysing data from table and graph)

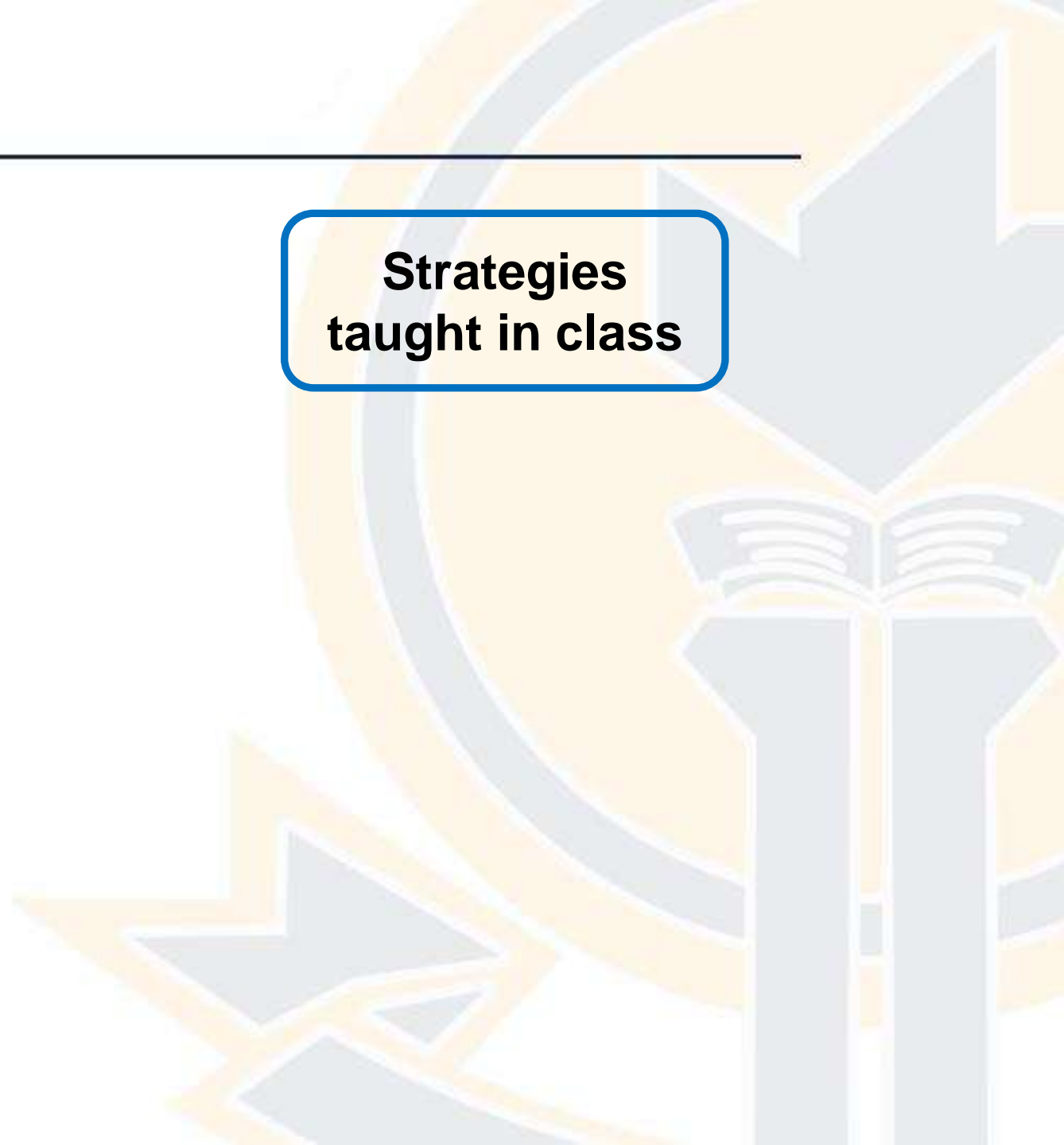
Students to also reflect on their learning (areas of strengths & weakness) and do target setting (e.g. to score at least 24/36m for MCQ, i.e. 12 Qns out of 18 Qns correct)



Science Strategies

- R.I.P
- C.E.R

**Strategies
taught in class**



Strategies to Processing & Answering

MCQ & Open-ended questions

R

Read the question/part question

I

Identify the topics & key concepts

P

Process the question using process skills
and investigative Skills

R-I-P strategy and Process skills to acquire

Skills and Processes	Engaging with an event, phenomenon or problem through:	Collecting and presenting evidence through:	Reasoning; making meaning of information and evidence through:
Skills	<ul style="list-style-type: none"> Formulating hypothesis Generating possibilities Predicting 	<ul style="list-style-type: none"> Observing Using apparatus and equipment 	<ul style="list-style-type: none"> Comparing Classifying Inferring Analysing Evaluating
	Communicating		
Processes	Creative problem-solving, investigation and Decision-making		
Essential Features of Inquiry	Question	Evidence	Explain Connect
	Communication		

1st - **R**EAD

- Read the given question carefully
- You should annotate the question
 - Highlight key word(s)

2nd - **I**DENTIFY

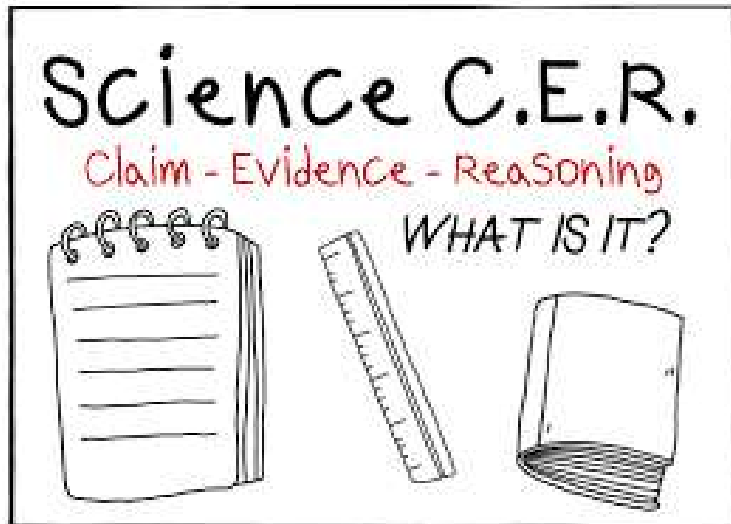
- Identify the following:
- Topic, Sub-topic
- Process skills

3rd - **P**ROCESS

- Process the question part by part
- Is the question testing fact(s)?
- Do you need to apply process skills?
- For process skills type question, you need to highlight or underline:
 - ✓ Aim of experiment (A)
 - ✓ Constant/Unchanged variable (U)
 - ✓ Changed variable (C)
 - ✓ Observable results/outcomes (R)
 - ✓ Patterns in results/data table ↑↓

C-E-R strategy (Open-ended questions)

- A method to help students **construct explanation** when answering OE questions



Conclusion Scientific Explanation	
	Claim <i>Statement or conclusion that answers the original question/problem</i>
	Evidence <i>Scientific data that supports the claim. The data needs to be appropriate and sufficient to support the claim.</i>
	Reasoning <i>Justification that links the claim and evidence and includes appropriate and sufficient scientific principles to defend the claim and evidence</i>

Parental Support

- Suggested activities:
 - ☐ Provide a **quiet environment** for revision/homework
 - ☐ **Revise** P3-4 topics:
 - ✓ revision papers & worksheets in previous years' Science Files
 - ✓ read Revision Guide
 - ✓ SLS online resources
 - ✓ construct concept maps based on self-revision & include 3 examples of how concepts are applied in everyday situations/examples
 - ☐ Watch **Science Documentaries** (e.g. Netflix, Youtube...)
 - ☐ **Encourage** your child to ask questions and seek answers

www.youtube.com › watch

Our Planet | One Planet | FULL EPISODE | Netflix - YouTube



Experience **our planet's** natural beauty and examine how climate change impacts all living creatures in this ambitious..

YouTube · Netflix · 17 Apr 2020

Parental Support (Continue)

- Suggested activities:
 - ❑ **Support** child's science projects/activities at home:
 - ✓ Have regular conversations with child on what their project is about (show interest).
 - ✓ Keep teacher updated/posted on progress of activities at home (e.g. through class dojo photos)!

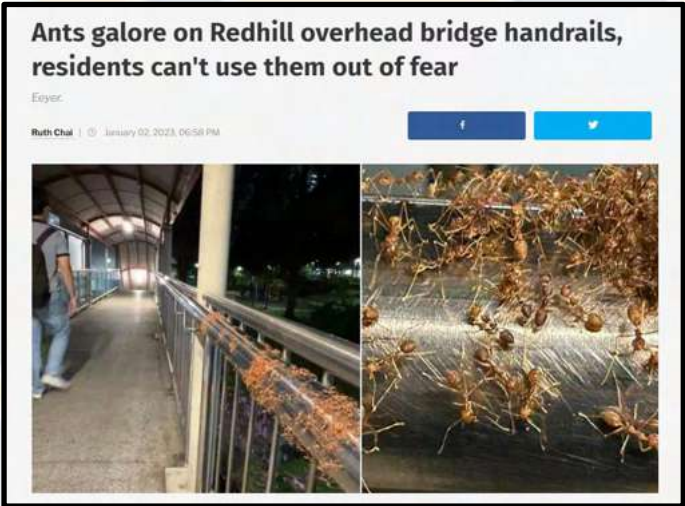


Parental Support (continue)

Talk about Science in daily life (e.g. news articles)



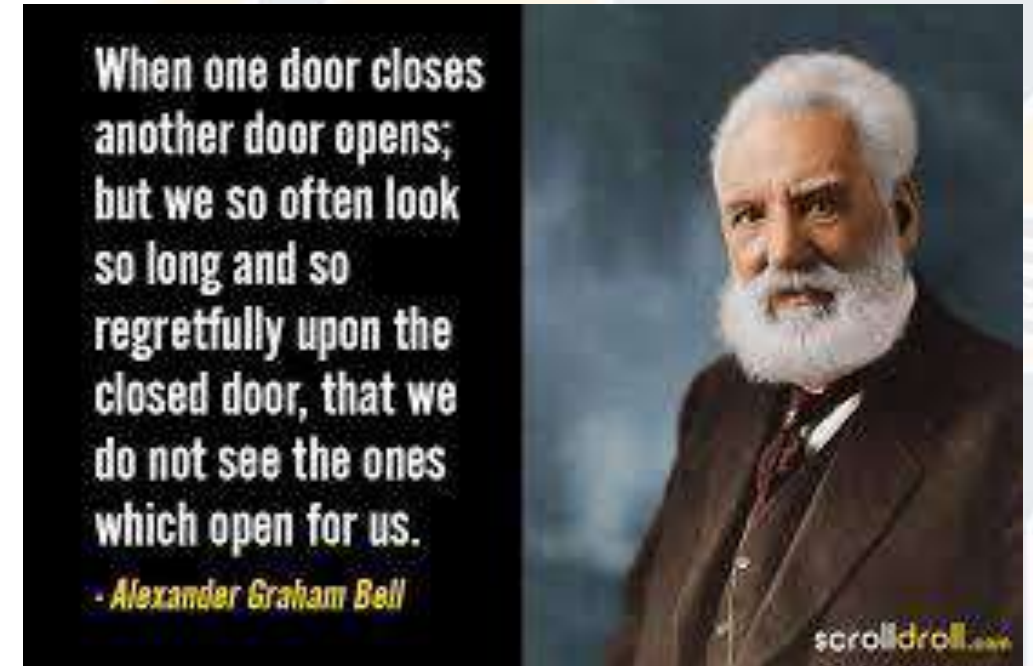
bioluminescent plankton!



Let's *work together* to instill the love for Science.

Create opportunities for *learning* & *discovering*.

Thank you for your *partnership*!



Mother Tongue Languages

Core Subject Briefing



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Format of Paper – Mother Tongue

Paper	Component	Mark	Weighting
1	Composition	40	20%
2	Language Use and Comprehension	90	45%
3	Listening	20	10%
4	Oral	50	25%
Total		200	100%

Mother Tongue

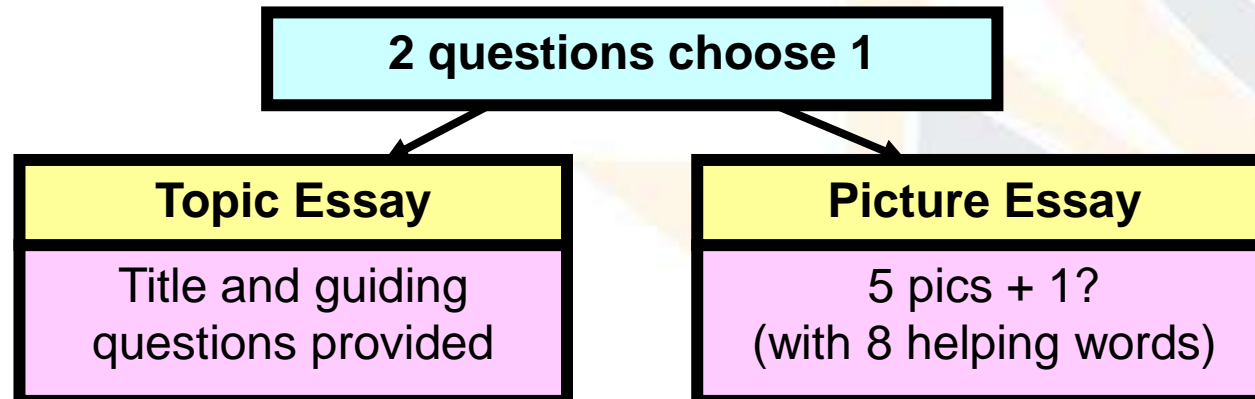
Approved Dictionaries Allowed

List of Approved Dictionaries can be found in:
<https://www.seab.gov.sg/home/examinations/approved-dictionaries>

Paper 1 (Composition)

Pupils are required to:

- Write legibly, coherently and cohesively based on a series of **6 pictures** or **topic** (2 questions choose 1);
- [CL] Write at least 100 words;
- [ML] Write at least 150 words; and
- [TL] Write at least 90 words.



Mother Tongue

Paper 2 (Language use and comprehension)

Pupils are required to:

- Demonstrate understanding of the textual content provided
- Demonstrate the correct use of grammar, spelling and punctuation, and the appropriate use of vocabulary in given contexts

Components include:

- ☐ **Grammar and Vocabulary Usage (MCQ)**
- ☐ **Cloze Passage**
- ☐ **Complete the Dialogue**
- ☐ **Comprehension (MCQ and Open-Ended)**
- ☐ **Interactive Writing e.g. writing notes, short messages, email, invitation card, letters, etc.**

Mother Tongue

Paper 3 (Listening Comprehension)

Pupils are required to:

- Listen to a range of texts for a sustained period of time. The text may be in the form of **news items, announcements, advertisements, conversations, speeches and stories**.
- Demonstrate understanding of a variety of spoken texts – to identify key messages and main ideas, and draw conclusions by listening critically.

Mother Tongue

Paper 4 (Oral)

- **Reading aloud** – Students are required to read aloud, pronounce and articulate words clearly and read fluently with appropriate expression and rhythm in order to convey the information, ideas and feelings in a passage.
- **Conversation** – Students are required to converse effectively with grammatical accuracy after watching a **video** clip. Students may elaborate by giving examples, sharing their opinions, thoughts and personal experience.

Format of Paper – Higher Mother Tongue

Paper	Component	Mark	Weighting
1	Composition	40	40%
2	Language Use and Comprehension	60	60%
Total		100	100%

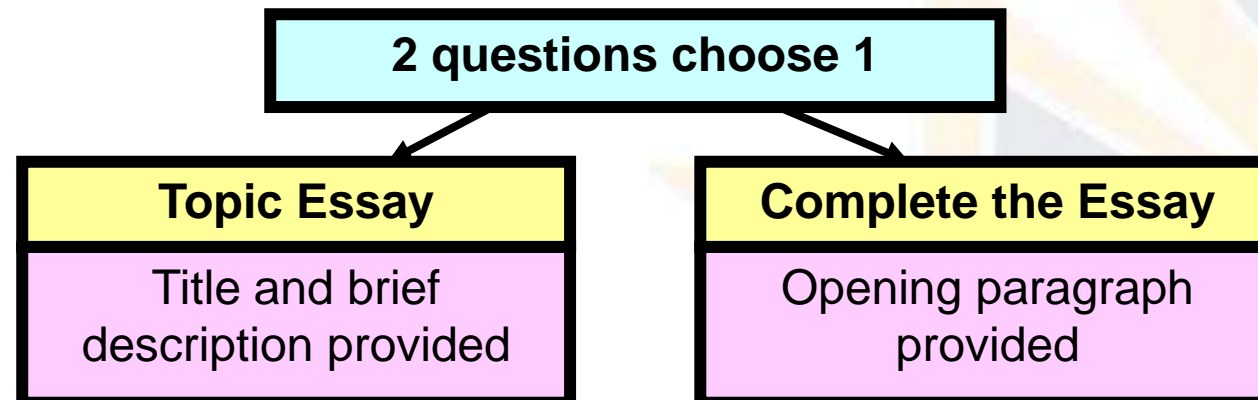
Higher Mother Tongue

Approved
Dictionaries
Allowed

Paper 1 (Composition)

Pupils are required to:

- Write legibly, coherently and cohesively based on a **topic** or a **given opening paragraph** (2 questions choose 1);
- [CL] Write at least 200 words;
- [ML] Write at least 180 words;
- [TL] Write at least 120 words.



Higher Mother Tongue

Paper 2 (Language use and comprehension)

Pupils are required to:

- Demonstrate understanding of the textual content provided
- Demonstrate the correct use of grammar, spelling and punctuation, and the appropriate use of vocabulary in given contexts



**Similar to Mother
Tongue**

Components tested are of higher difficulty levels and are more demanding:

- Text Editing
- Select the theme of a passage and justify with evidence from the passage
- Explain selected phrases/ short sentences using own words
- [HML/HCL] Summarise a selected paragraph using a stipulated maximum number of words

Format of Paper – Foundation Mother Tongue

Paper	Component	Mark	Weighting
1	Language Use and Comprehension	15	15%
2	Oral	55	55%
3	Listening	30	30%
Total		100	100%

Foundation Mother Tongue

Paper 1 (Language use and comprehension)

Pupils are required to:

- Demonstrate understanding of the textual content provided
- Demonstrate the correct use of grammar, spelling and punctuation, and the appropriate use of vocabulary in given contexts



**Similar to Mother
Tongue**

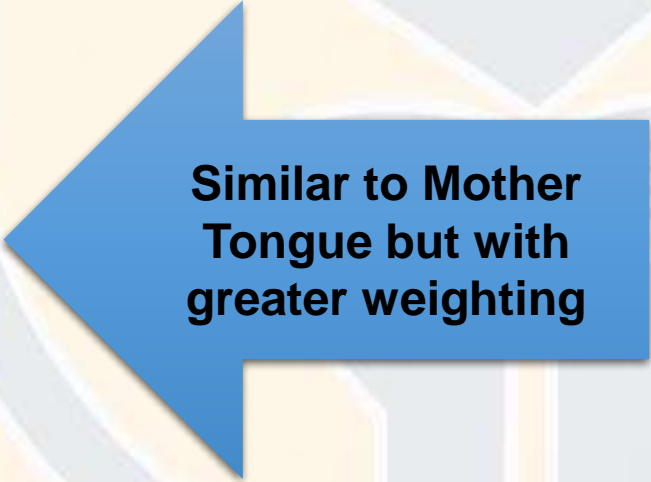
Components tested are less demanding:

- 8 MCQ questions
- Interactive Writing e.g. short messages, email, invitation card, etc. (2 questions – Fill in the blanks)

Foundation Mother Tongue

Paper 2 (Oral)

- **Reading aloud** – Students are required to read aloud, pronounce and articulate words clearly and read fluently with appropriate expression and rhythm in order to convey the information, ideas and feelings in a passage.
- **Conversation** – Students are required to converse effectively with grammatical accuracy after watching a **video** clip. Students may elaborate by giving examples, share their opinions, thoughts and personal experience.



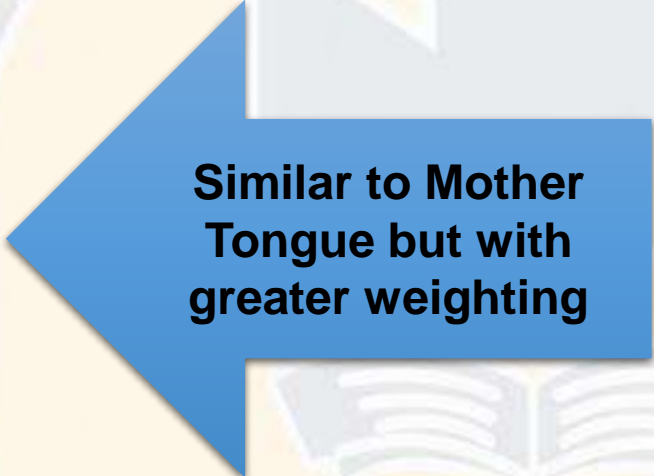
Similar to Mother Tongue but with greater weighting

Foundation Mother Tongue

Paper 3 (Listening Comprehension)

Pupils are required to:

- Listen to a range of texts for a sustained period of time.
The text may be in the form of **news items, announcements, advertisements, conversations, speeches and stories**.
- Demonstrate understanding of a variety of spoken texts
– to identify key messages and main ideas, and draw conclusions by listening critically .



**Similar to Mother
Tongue but with
greater weighting**

Support from School

- Comprehension – QULAC Approach
- Comprehensive Oral Notes – Framework to answering different types of questions
(Parents may make use of the notes to practise with your child at home.)
- Composition Guide and Notes
- Practices – School-based practice papers, student magazines, past year papers
- Remedial lessons

Mother Tongue Fortnight

- 27 March – 10 April 2023
- Cultural and language activities in class and during recess to enrich learning experiences



Broadcast Journalism Enrichment Programme

- P4 and P5 students who have shown keen interest and proficiency in the Mother Tongue Languages will be invited to take part in the Mother Tongue (MT) Broadcast Journalism (BJ) Enrichment Programme.
- The enrichment programme is an extension of the existing BJ programme (that takes place during P5 CCE lessons) and seeks to groom student reporters to cover school-based events or embark on special projects.



Mother Tongue – E-Resources

Chinese Language

- 学乐 on SLS
- Joy Reader Pro (e-Book App) – Account details will be provided to students in their student handbook.
- 早报校园 – <https://www.zbschools.sg/>

Malay Language

- Extend Malay Language reading through the series of Nabil and Nabilah - <https://mlipc.sg/publications/11>
- Use Word games such as 'Pintar Peribahasa' (idiom), "Pintar Bahasa", "Tembok Kata", "Bitara Kata" and "Cerita Rakyat Nusantara" app which can be downloaded into your android handphone and tablet to reinforce his/her learning of the language in an enjoyable manner.

Tamil Language

- <http://www.pazhahutamil.com> (Assigned tasks and already completed exercises will be made available throughout the year.)

Common E-Resource for MT Subjects

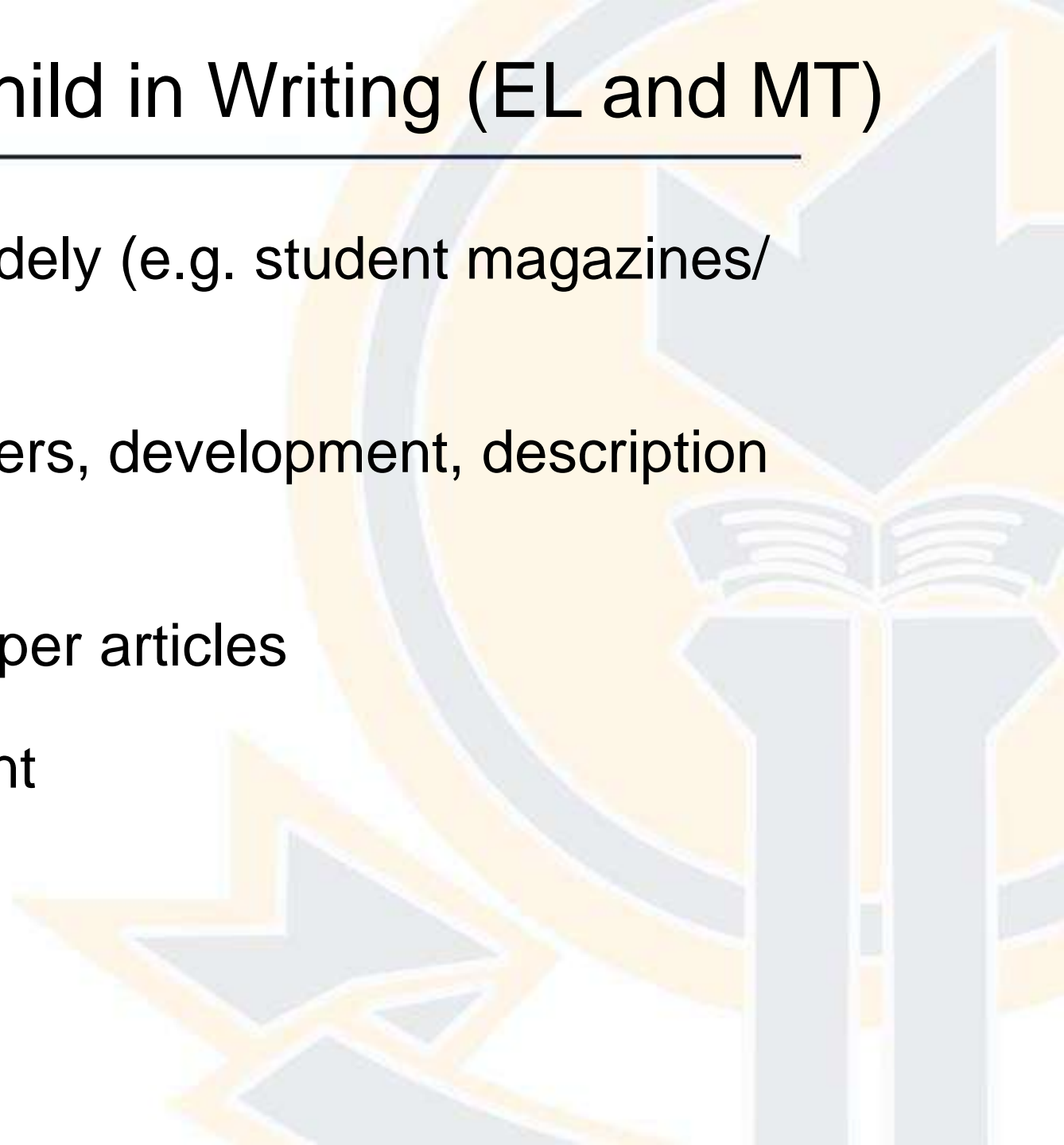
1. Student Learning Space (SLS) - <https://learning.moe.edu.sg>

How You Can Help Your Child in EL and MT Oral

- Provide common experiences such as going to the supermarket, beach and places of interest
- Ask for their opinions frequently
- Ensure your child speaks in complete sentences
- Listen to the news frequently
- Read the newspapers to increase general knowledge

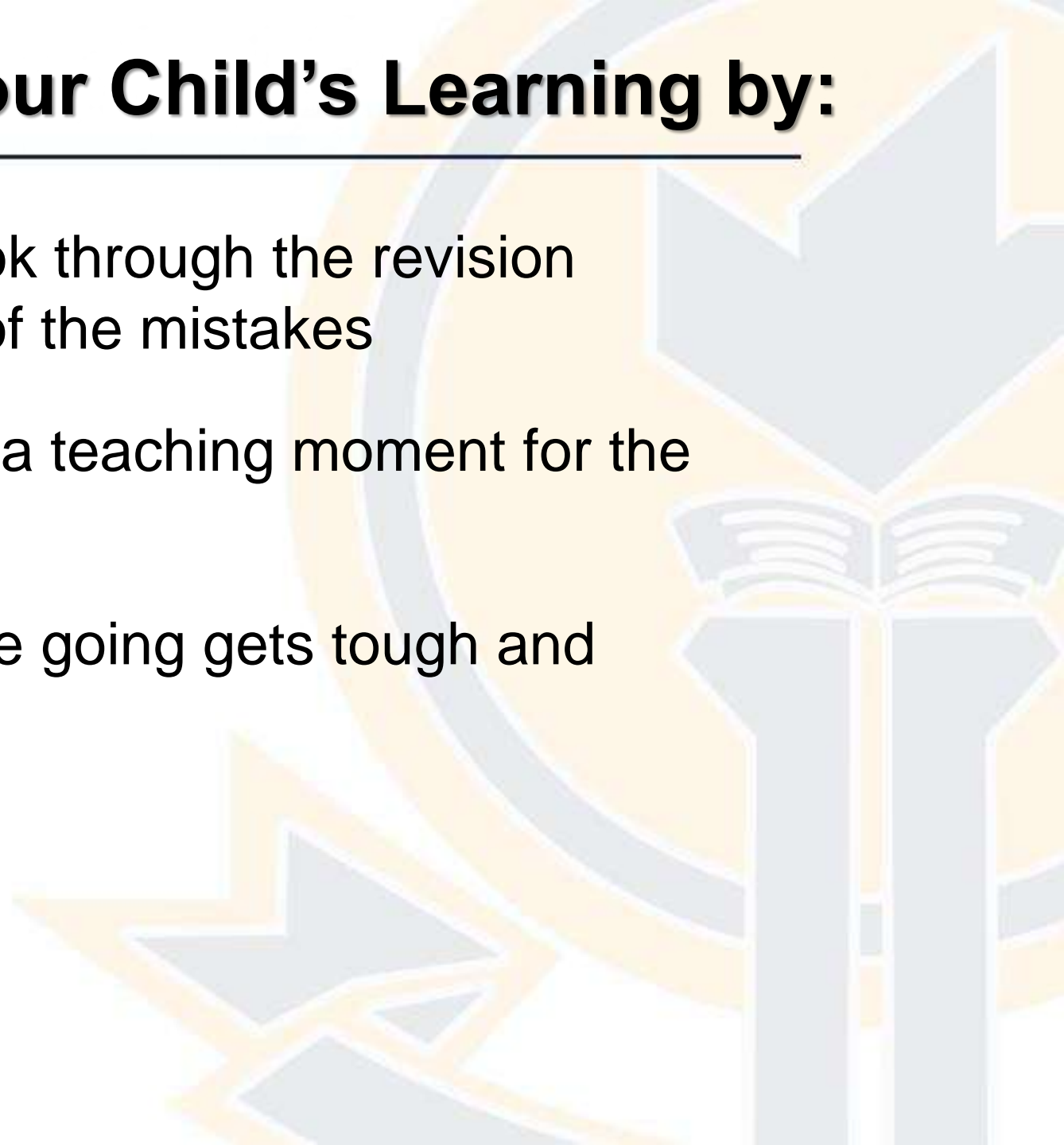
How You Can Help Your Child in Writing (EL and MT)

- Encourage your child to read widely (e.g. student magazines/newspapers)
- Pay attention to setting, characters, development, description of events (Plot structure)
- Help your child compile newspaper articles
- Focus on vocabulary and content



You May Also Support Your Child's Learning by:

- Encouraging him/ her to look through the revision worksheets and take note of the mistakes
- Using every opportunity as a teaching moment for the languages
- Encouraging him/ her as the going gets tough and ensuring ample rest



Thank You

