

**English**

	<b>Paper 1 - Composition &amp; Situational Writing</b>
<b>Q1</b>	<b>What is the school's approach to helping students craft stronger introductions and conclusions in composition writing that is beyond what MOE's structured syllabus is?</b>  Students use Thematic Unit packages comprising comprehension cloze exercise, open-ended comprehension and other writing techniques pertaining to the writing theme of the composition in order to give them more in depth context to the topic they are writing on. Students are also taught various writing techniques as well as examples for the different types of introduction and conclusions they may use for their composition writing. Model compositions for each topic are also given after they have completed the writing exercise in order to reinforce their learning in writing good compositions. In class, writing lessons also model different types of introductions (e.g. dialogue, action, reflection) and discuss why they work. Boys are also guided through drafting, revising, and refining, helping them move from formulaic openings to more purposeful ones. This process helps students understand that good writing is not about memorising templates, but about making deliberate choices as a writer.
<b>Q2</b>	<b>How can parents help to improve our boy's English composition?</b>  Parents can look at the written feedback on your child's script and look at where the gaps in his writing are and remind them about filling these gaps in their future writing tasks. Parents play a powerful role by creating a language-rich home environment rather than focusing solely on drilling writing tasks. Parents can encourage their boys to read widely, talk about what they read, and express opinions which would help them develop vocabulary, sentence fluency, and ideas—key foundations for good writing.  Parents can also support composition writing by: <ul style="list-style-type: none"><li>- Discussing daily experiences and encouraging boys to describe events vividly, using specific details.</li><li>- Asking open-ended questions such as "What was the most interesting part?" or "How did that make you feel?"</li><li>- Reading your child's writing together and focusing first on ideas, clarity, and expression before accuracy.</li><li>- Encourage your child to read widely and have a word bank to improve his vocabulary.</li></ul>
	<b>Paper 2 - Improving reading and reading comprehension</b>
<b>Q3</b>	<b>Are there books you recommend the boys to read in their leisure time?</b>  Yes, leisure reading is strongly encouraged as it plays a vital role in developing vocabulary, imagination, and writing fluency. <ul style="list-style-type: none"><li>- Classic and contemporary fiction from authors like <i>Roald Dahl, Michael Morpurgo or Katherine Rundell</i>.</li><li>- Adventure and mystery stories that excite the boys</li><li>- Biographies and autobiographies</li><li>- Chicken Soup for the Soul series of books</li><li>- Myon has a very wide selection for the boys to explore and teachers do assign them readings based on the Stellar texts that they have covered in class.</li><li>- National Library Board also has a suggested reading list according to their age group. <a href="https://www.nlb.gov.sg/main/site/discoverreads/children/reading-recommendations/booklists">https://www.nlb.gov.sg/main/site/discoverreads/children/reading-recommendations/booklists</a></li></ul> Most importantly, encourage boys to read texts they enjoy, as enjoyment is key to cultivating lifelong reading habits. Teachers also guide students towards books that gradually stretch their language and thinking.
	<b>Paper 4 - Oral</b>
<b>Q4</b>	<b>How can the boys Oral be further strengthened in preparation of PSLE?</b>  Strong oral communication is developed through regular practice, purposeful feedback, and confidence-building opportunities. In class, students are guided to develop clear expression, organise their relevant content, and deliver confidently through structured oral tasks. We encourage parents to help boys view oral communication as a life skill, not just an examination component. Confidence and clarity grow when boys feel safe to express themselves and know their voices are valued.
<b>Q5</b>	<b>Will there be more Oral and compo practice sessions for P6 kids?</b>  Yes, there will be more practice in class in Term 2. There is also an Oral Booster session to help better prepare boys for the PSLE.

<b>Q6</b>	<b>How to prepare for listening compre and tips for PSLE</b>
	To prepare pupils for listening comprehension, teachers explicitly guide them in understanding different text types commonly tested, such as news reports, conversations and short narratives. Pupils are taught how to listen for key details, identify the purpose of the text and follow the flow of information during lessons. Parents can support this at home by exposing their child to a variety of text types, for example, listening to news segments, short stories or everyday conversations, and discussing the main ideas together. With regard to PSLE preparation, the school provides systematic instruction and practice during curriculum time. It is also important that pupils pay attention during lessons, follow teachers' guidance and practise the strategies taught, as consistent engagement in class plays a key role in their readiness for PSLE.
	<b>General</b>
<b>Q7</b>	<b>Any assistance from the school for the PSLE?</b>
	Yes, there are remedial sessions conducted in small groups for selected pupils who may require more help in certain subjects. There will also be more timed practices done in class closer to the exams in order to help students with time management in the exams and to simulate exam conditions. These will be done once the syllabus has been completed. Doing practice papers would also expose the students to a variety of questions in preparation for the Prelim Examination and PSLE.

### Mother Tongue

	<b>School Support and Resources</b>
<b>Q1</b>	<b>Can we opt for foundation Chinese.</b>
	Foundation Chinese is available for students who face significant difficulties with standard Chinese. This requires school recommendation. Do discuss this option with your child's teacher to determine if it would be appropriate.
<b>Q2</b>	<b>Will there be more Oral and compo practice sessions for P6 kids?</b>
	Yes.
<b>Q3</b>	<b>My son is really struggled with his Chinese, need your advice how he can catch up better this year, is there enrichment classes for this subject?</b>
	For students struggling with Chinese, please speak directly with the subject teacher about available support options. They can recommend the most suitable approach based on your son's specific needs.
<b>Q4</b>	<b>Can video.audio clips for chinese orals be given to students for oral and listening compre practice ,</b> Teachers will occasionally assign oral and listening comprehension practices on online platforms like SLS or Ezhishi. However, do note that the content are copyrighted and should not be circulated without the school's consent.
<b>Q5</b>	<b>Will there be extra classes after school for weaker students?</b>
	Selected students will attend remedial lessons on some Fridays.
<b>Q6</b>	<b>Any assistance from the school for the PSLE?</b>
	On top of the usual support in lessons, the school also offers other programme such as P6 CL oral booster, remedial lessons, holiday supplementary lessons. Do speak with your child's teacher to find out more about the available support.

	<b>Learning Strategies</b>
<b>Q7</b>	<b>What can we do at home to improve compositions?</b>
	Encourage regular practices (topical writing and/or picture composition). Start with simple sentence structures and gradually build complexity. Create a routine where your child writes short paragraphs about daily experiences, situations. Reading Chinese model compositions to help build vocabulary and sentence patterns. Conduct regular timed practices to ensure that he is able to complete the composition within 50 minutes.
<b>Q8</b>	<b>Are there books or Chinese TV shows you can recommend?</b>
	Consider age-appropriate Chinese television programmes like educational shows on Ch. U/ Ch. 8 or online platforms with Chinese content. Popular children's books series in Chinese can help build reading interest. The school library or National Library Singapore would have suitable collections for your child's level. Check Classdojo on the recommended reading list for the recommended reading list by NLB.
<b>Q9</b>	<b>How to help our boys to write better Chinese compositions and spark interest in Chinese reading</b>
	For reluctant readers, try graphic novels or comics in Chinese, which can be more engaging. Encourage speaking Chinese daily. Use online resources, such as SLS, Ezhishi, or games that make learning interactive and fun. Regular reading together can help build both interest and writing skills.
<b>Q10</b>	<b>How to help boys PSLE composition and orals?</b>
	Practice oral skills through daily conversations in Chinese. For compositions, focus on building vocabulary through reading and encourage regular writing practice. Your child's teacher can provide specific strategies tailored to PSLE requirements.

	<b>Individual Performance and Assessment</b>
<b>Q11</b>	<b>How does my son fair based on p5 standard?</b>
	Please approach your child's subject teacher to discuss his current performance relative to Primary 5 standards. They can provide specific feedback on his progress and areas for improvement.
<b>Q12</b>	<b>Concern about his aptitude in language</b>
	Please discuss your concerns about your child's language aptitude directly with the subject teacher. They can assess his abilities and recommend appropriate support or alternative approaches.
<b>Q13</b>	<b>What are the score range for pass, merit and distinction for HMTL</b>
	Distinction: 80-100, Merit: 65-79, Pass: 50-64, Ungraded: 0-49
<b>Q14</b>	<b>I need advise regarding my son MT subject.</b>
	Please approach your child's Chinese subject teacher directly to discuss your son's specific needs and performance. They can provide personalised guidance based on his current level and learning style.

**Mathematics**

<b>Q1</b>	<b>Any assistance from the school for the PSLE?</b>
	We will be covering the syllabus and end to complete it by July. Thereafter, we will be doing practice papers to expose the students to a variety of questions in preparation for the Prelim Examination and PSLE.
<b>Q2</b>	<b>Which is the most challenging math concept or topic you see generally for the boys? How can we help at home?</b>
	Generally the students see word problems as a challenge especially when the questions move beyond basic procedures and require logical thinking, problem-solving, and application. Back at home, you can encourage your child to explain how he arrived at an answer, rather than focusing only on whether it is right or incorrect. In addition, you can help your child to practise regularly in short, focussed sessions instead of long study hours.
<b>Q3</b>	<b>Will there still be Maths Olympiad for this year?</b>
	The school will be taking part in the following :  For P5 : Annual Mathlympics (ACS Independent) & National Mathematical Olympiad of Singapore (NUS High Olympiad) For P6 : Raffles Mathematical Olympiad (RMO) & Singapore Mathematical Olympiad (APMOPS)
<b>Q4</b>	<b>Pls share on some tips of mark allocations of PSLE Maths papers . Are Models encouraged even though no marks given. Need to write descriptive working or just the number working is sufficient.</b>
	In PSLE Math papers, marks are awarded for both the method and the final answer. This means that even if the final answer is incorrect, marks can still be given if the correct method is shown clearly.  Models are encouraged, especially for problem sums. Although no marks are specifically allocated for models, they help students organise their thinking and show clear reasoning.  For working, full sentences are not required. Clear number working, equations, diagrams, and models are sufficient, as long as the method is easy to follow.

## Science

	<b>How do we revise at home for OEQs?</b> <b>Framework on answering structured questions</b> <b>Techniques to answer exam question</b>
Q1	Be familiar with the Science concepts and fluency in terms of using accurate scientific terms/phrases. These scientific phrases are used to explain how the evidence in the question supports their claim. When structuring their written responses, we encourage and practise the use of CER approach to craft complete, concise and relevant explanations. Please do refer to our school website for the uploaded 'How to Write CER' parent guide, along with the slides shared on 16 Jan Parent Info Day.
Q2	<b>Any assistance from the school for the PSLE?</b> <b>Will they be doing past year papers in school?</b> <b>Will P3 to P5 science be revised for PSLE students?</b> <b>Will there be science enhance programs that help to improve science scores? For example, careless mistakes and misunderstandings of key concepts.</b>
	Support will be provided through structured remedial lessons after school. For boys not involved in remedial, there will be zoom masterclasses (by topics) conducted by our teachers. These online sessions will span across the terms and open to all boys. More information will be shared via ClassDojo closer to date.
Q3	<b>Will he be going back to his normal class after showing improvement in his pull out class</b>
	The pull-out setting allows teaching to be more targeted and matched to the boys' learning pace, so they can consolidate key concepts and skills more effectively. With structured support, we can help work on preventing gaps from resurfacing. We place a strong emphasis on consistent teaching approaches, routines, and expectations, so the boys experience continuity and is not affected in the preparation leading up to national examinations. Our priority is to make the decision that best benefits your son—so that he is supported at the right pace and is able to sustain his improvement with confidence.
Q4	<b>Will there be any project work in P5?</b>
	We do not have project work in P5. Collaborative group work will be carried out during Science lessons through hands-on experience and experimental work, where they strengthen their scientific skills and processes.
Q5	<b>Changes in syllabus for Science</b>
	<p>New Learning Outcomes:</p> <ol style="list-style-type: none"> <li>1. Energy Forms and Uses (Light) - Light travels in straight lines.</li> <li>2. Energy Forms and Uses (Heat) - Heat is a form of energy.</li> <li>3. Energy Forms and Uses (Photosynthesis) - Concept of respiration with focus on the release of energy from food.</li> <li>4. Cycles in Plants and Animals (Reproduction): Concept of cell as a basic unit of life.</li> </ol> <p>Removed Learning Outcome:</p> <ol style="list-style-type: none"> <li>1. Cycles in Plants and Animals (Reproduction): Cell system as a whole topic.</li> </ol>

**Any others**

<b>Q1</b>	<b>When will DSA commence selection?</b>
	DSA selection will commence once applications have closed and all submissions have been reviewed. Shortlisted applicants will be informed of the selection timeline and next steps in due course. Do keep a look out on MOE website for more details.
<b>Q2</b>	<b>Will there be supplementary classes throughout the year?</b>
	P6 supplementary classes will be held in June and September. The June remedial classes will take place from 22 to 25 June, and the September remedial classes will be on 10 and 11 September. More details will be sent to you nearer the date.
<b>Q3</b>	<b>Will there be a heavier homework load in P5?</b>
	There may be a slight increase in homework in P5 to support greater academic expectations and independence, but it will be carefully managed and age-appropriate. The focus will be on quality rather than quantity, ensuring that homework reinforces learning without overburdening students.
<b>Q4</b>	<b>Are there structured revision plans or timelines the school recommends leading up to the PSLE?</b>
	Yes, the school provides structured revision plans and recommended timelines leading up to the PSLE. These are carefully paced to consolidate learning, address key concepts, and build examination readiness without overwhelming students. Teachers will guide students through the process and keep parents informed of important milestones and expectations.
<b>Q5</b>	<b>Would the children in all the classes be given the same opportunities in terms of teaching materials and opportunities or will be it ability based?</b>
	The children in all classes will be given the same core opportunities in terms of teaching materials and access to learning experiences. However, the teaching will be differentiated by ability, meaning activities, support, and challenge levels will be adapted to meet individual learning needs. This ensures every child can engage meaningfully with the curriculum while being appropriately supported or extended according to their ability.
<b>Q6</b>	<b>For recess periods, the P6 classes uses only 2 staircases down to the canteen, the P5 classes are also using the same 2 staircases up to their classrooms on level 3 and 4. This is the feedback I got from my child. The students have difficulties walking down the stairs to eat when the P5 students are using same stairs at same time. The time taken to walk down from upper floors to canteen is always time consuming due to the jam. Can the HOD and principle work out a solution to diffuse the human traffic at the stair case. You can ask the P6 students about the jam and they will share with you.</b>
	We have a structured system in place for student movement during these periods. Students from various levels use designated staircases to descend to the canteen for recess and return to their classrooms afterwards. All teachers have been briefed on the specific staircases to use, and regular reminders are sent to both teachers and students to reinforce this Standard Operating Procedure (SOP).  We are committed to maintaining a safe and orderly environment during recess transitions.
<b>Q7</b>	<b>Please do minimise iPad usage, could student leave it at home? It's really hurting parents child relationship at home.</b>
	We understand parents' concerns about screen time and its impact at home. The iPad is used purposefully in school to support teaching and learning, not for excessive screen use. Usage is guided and kept to what is necessary for lessons. Where possible, students are encouraged to manage their device use responsibly, and parents may work with the school to set clear expectations at home. We appreciate the feedback and will continue to review iPad usage to ensure a healthy balance.
<b>Q8</b>	<b>I hear the PE teacher often not around and believe it is important for the boys to have physical exercise</b>
	We agree that physical exercise is very important for the boys' holistic development. The school is committed to ensuring that PE lessons are conducted regularly and meaningfully. When the PE teacher is unavailable, alternative arrangements are made so that students still engage in physical activities under supervision, ensuring continuity in their physical education programme.
<b>Q9</b>	<b>swimming class for P6 students, can they not start from immediate if they know how to swim? Or this is only allowed if they have certain certifications.</b>
	stage as they have a standardised testing assessment criteria. An external assessor will be engaged to assess your child/ ward.  You can submit in-house certificates (other than ActiveSG) but the school's contracted coaches will do a short assessment of your child/ ward on the first lesson and recommend a proficiency stage that matches his/ her abilities. This will enable your child to complete the stage successfully with certification at the end of the programme.