

Yio Chu Kang Primary School

Primary 3 Parents Briefing Session

7 February 2020*

*Cancelled due to precautionary measures for 2019-nCoV

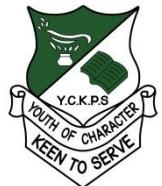


Programme

1. Introduction
2. PSLE briefing
3. Gifted Education Programme (GEP)
4. Level Programmes
5. School-Home Partnership



INTRODUCTION



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

School Vision:

**Empowering Mind,
Engaging Heart,
Extending Hands**

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School Mission:

**To nurture confident
and self-directed learners
who are keen to serve**



Our Philosophy

*To recognise each child as an individual
and help him achieve his personal best*



School Motto

**Youth of Character
Keen to Serve**



School Values

Care

Respect

Responsibility

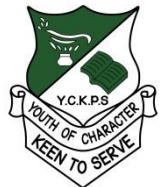
Integrity

Resilience

Excellence



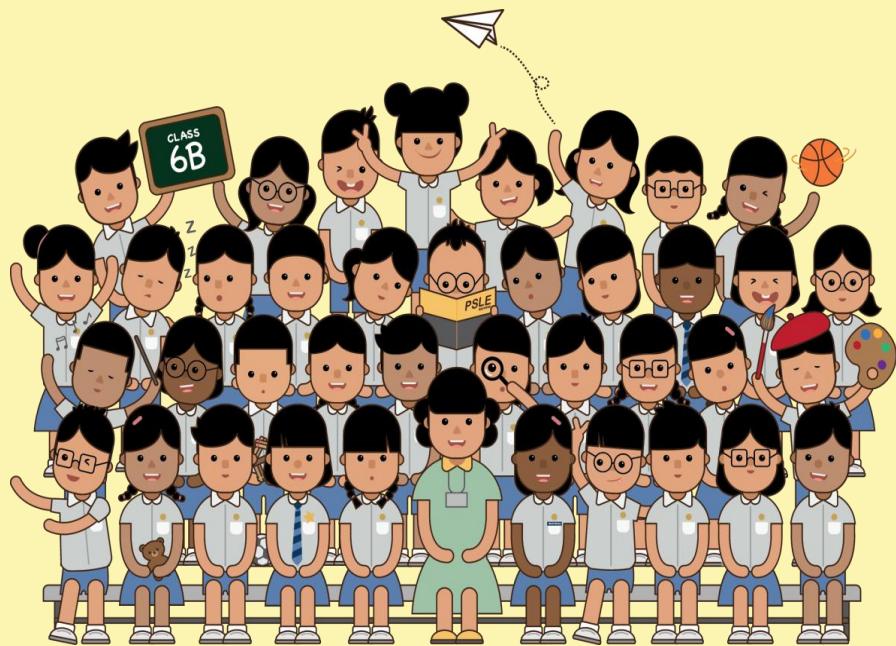
PSLE 2023



Yio Chu Kang Primary School
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PSLE SCORING & S1 POSTING FROM 2021

IT'S PART OF
A BIGGER STORY



Yio Chu Kang Primary School

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OVERVIEW

All students

- How PSLE Scoring Works
- How S1 Posting Works
- Presentation of results in Achievement Levels
- Subject-based Banding (Primary Schools)
 - Scoring for Foundation Subjects



Students taking HMTL

- Eligibility for Higher Mother Tongue Language (HMTL) in Secondary Schools
- Use of Higher Chinese Language (HCL) for Admission to SAP Schools

MTL-exempt, AsL or FL students

- Scoring for Mother Tongue Language (MTL)-exempt students and students studying an Asian Language/ Foreign Language (AsL/FL) in lieu of an MTL



THE PSLE CHANGES ARE PART OF A BIGGER STORY

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done

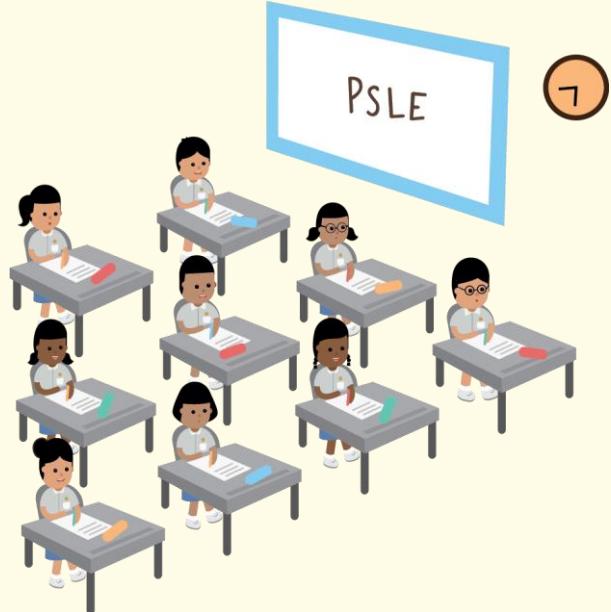


[PSLE Microsite](#)



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



HOW PSLE SCORING WORKS



- [Changes to the PSLE scoring and S1 posting](#)
- [What you need to know about the new PSLE scoring system](#)



FROM T-SCORE TO WIDER SCORING BANDS

Reflects a student's individual level of achievement

Unlike the current T-score, students' AL for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

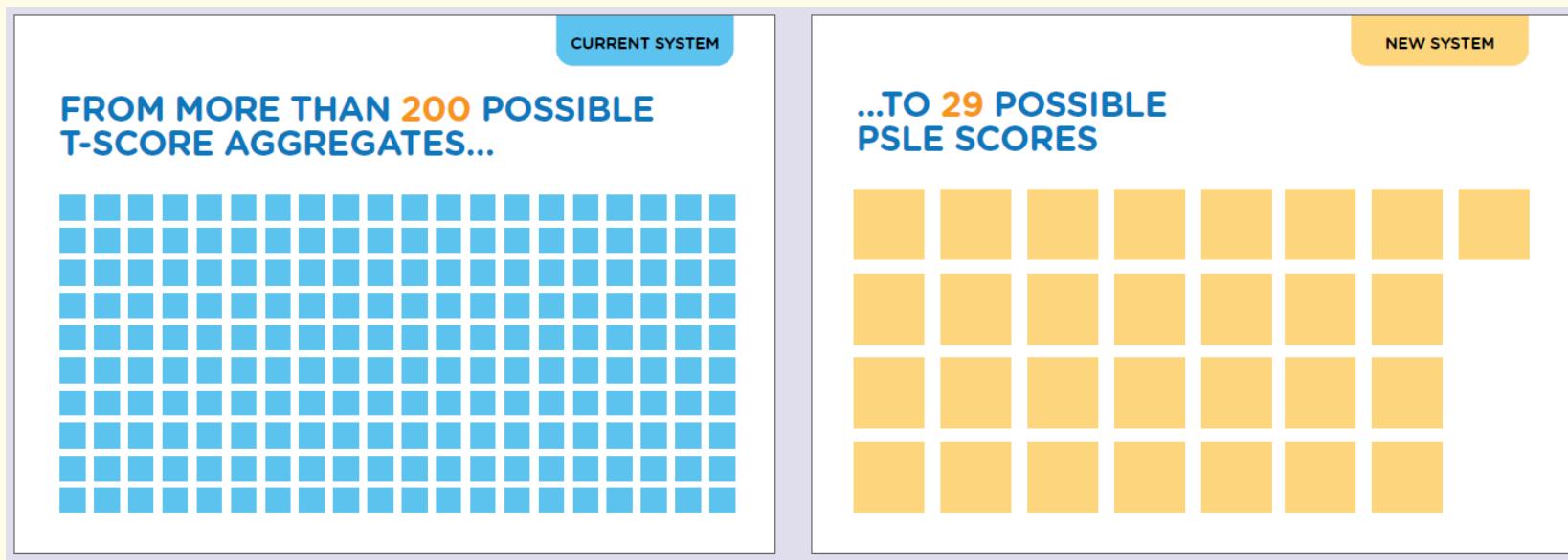
AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20



FROM T-SCORE TO WIDER SCORING BANDS

Reduces fine differentiation of students

Students with similar scores in each subject will be grouped into wider bands measured in Achievement Levels (ALs).



Students' scores are differentiated finely. Students can have a T-score aggregate of less than 80 to more than 280, which gives **more than 200 possible different T-score aggregates.**

Students will be placed in fewer groups of PSLE Scores. Students' PSLE scores (the sum of the AL for each subject) will range from 4 to 32, which gives **29 possible different scores.**



FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best.
- Students will be placed in secondary school courses based on their PSLE score – Express, Normal (Academic) or Normal (Technical).



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2
<hr/>	
PSLE SCORE: 8	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL and MA





WHY ARE THE AL BANDS NOT EVEN?

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

AL bands and mark ranges are set based on the **learning objectives of the curriculum, and mirror the way we learn:**

- When we learn something new, after some initial practice, we often find ourselves improving significantly.
- But as we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know **how ready students are to access the curriculum at the next level.**



IN SUMMARY...

WHAT REMAINS

- Same 4 subjects are tested, and scores are awarded to guide students' choices for the next stage of their education journey
- Curriculum is continually updated. This is not related to the PSLE scoring and S1 posting changes.

WHAT CHANGES

- The T-score Aggregate will be replaced by the PSLE Score, to reduce the fine differentiation of our students at a young age based on exam scores.
- Students will be assessed based on their own achievement, instead of comparing them to their peers.



SUBJECT-BASED BANDING (PRIMARY)

OFFERING DIFFERENT SUBJECT COMBINATIONS



SCORING FOR FOUNDATION LEVEL SUBJECTS



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FOUNDATION SUBJECTS GRADED IN 5 BANDS TODAY

- Under the current PSLE grading system, Foundation subjects are graded in 5 scoring bands from Grade 1 to U.

Current System	
Grade	Raw Mark Range
1	85 – 100
2	70 – 84
3	50 – 69
4	30 – 49
U	< 30



FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the new AL system, to reduce fine differentiation among students, 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.
- Similar to the current PSLE scoring system, 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 OF FOUNDATION SUBJECTS FOR S1 POSTING

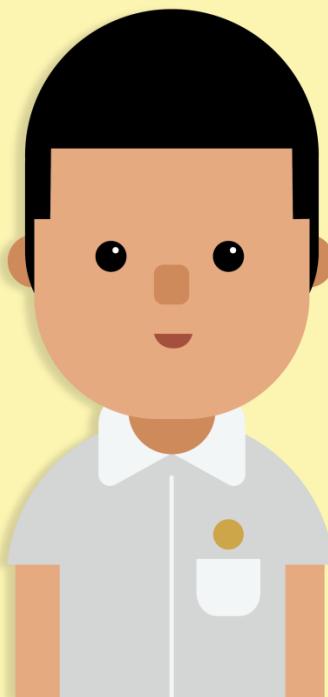
- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5
PSLE SCORE: 22	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL and MA

ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)



ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(i) PSLE Score of 8 or better

OR

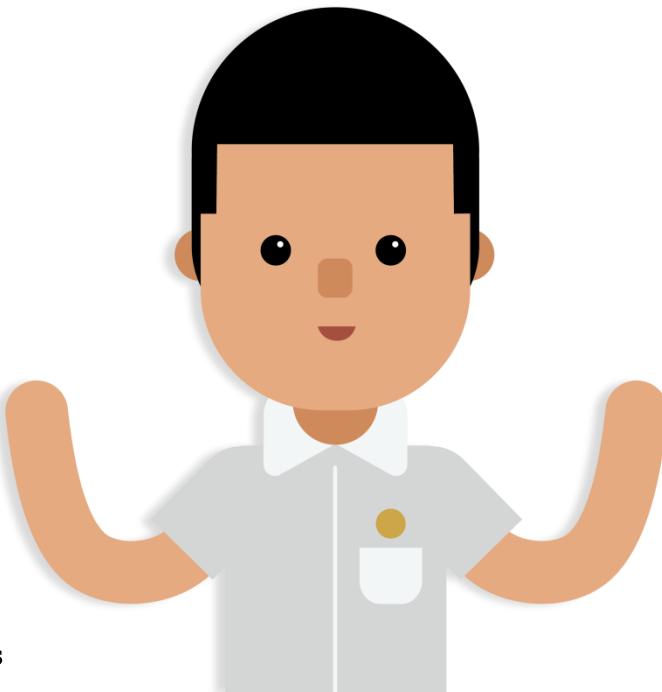
(ii) PSLE Score of 9 to 14 inclusive; and attain

- AL1 / AL2 in MTL or
- Distinction / Merit in HMTL

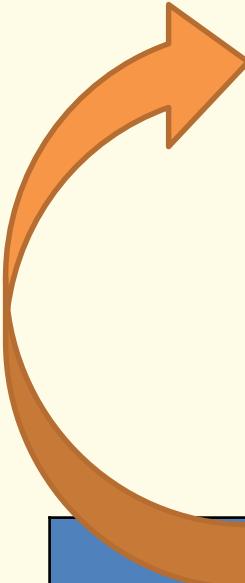
- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.



USE OF HCL FOR ADMISSION INTO SAP SCHOOLS



USE OF HCL FOR ADMISSION INTO SAP SCHOOLS



New System

The HCL posting advantage for entry to SAP schools will continue

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

Current System

Students' HCL grades give posting advantage for SAP schools

- Currently, for admission to SAP schools, students are awarded bonus T-score points based on their HCL grade:

3 points for Distinction

2 points for Merit

1 point for Pass



In summary...

FAMILIARISING STUDENTS AND PARENTS WITH THE NEW SYSTEM AND GUIDING THEM IN MAKING SUBJECT CHOICES

2019

Primary 4

2020

Primary 5

2021

Primary 6

Scoring for Foundation level subjects – to guide students and parents on whether to take Foundation level subjects at PSLE

School Results in Achievement Levels (ALs) – to familiarise students and parents to the new system

Release of Indicative AL COPs – to guide students and parents in making school choices

Eligibility for Secondary School HMTL – to guide students and parents on whether to take HMTL at PSLE



GIFTED EDUCATION PROGRAMME



GEP Identification Exercise

- The GEP Screening and Selection Exercises will be based on the Primary 1 to Primary 3 English Language and Mathematics syllabuses.
- The GEP Identification Exercise aims to identify suitable pupils with high intellectual potential.
- We strongly discourage test-preparation activities as these could inflate pupils' scores and not reflect their actual potential.
- Pupils who are not ready to handle the intellectual rigour and demands of the programme will struggle with the enriched curriculum and not benefit fully from it. This would put undue stress on the pupils, and may even cause them to lose confidence and impact their self-esteem.

GEP Identification Exercise

- The tentative schedule for the two stages of the GEP Identification Exercise 2020 is as follows:

Stage	Date	Participants	Papers
GEP Screening Exercise	19 August 2020 (Wednesday)	Primary 3 pupils enrolled in government and government-aided schools who signed up.	English Language Mathematics
GEP Selection Exercise	20 & 21 October 2020 (Tuesday, Wednesday)	Primary 3 pupils shortlisted at the GEP Screening Exercise	English Language Mathematics General Ability



OBSERVATIONS



School Attire

- **Nametag** is sewn on all shirts, blouses and PE shirts.
- Shirt, blouse or PE shirt must be **tucked in** at all times.
- **White shoes** and **white socks** that cover the ankles.
- For girls, skirt must be knee-length.



Snack Time

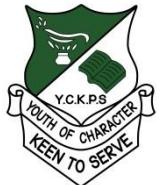
- There will be a snack time at 8:20 a.m.
- Providing a one meal break will ensure that students are not too hungry while waiting for recess at 10:30 a.m.
- Students are allowed to have their snack in class during lesson time.
- Students should bring only healthy snacks for their snack time.



Acceptable items	Unacceptable items
<ul style="list-style-type: none"> • Biscuits • Bun (e.g. red bean bun) • Bread • Sandwich • Cereal (small box) • Dried fruit • Energy bar (e.g. muesli or oats bar) • Slice of cake (without cream) • Fruit (e.g. apple or banana) • Raisins • Nuts • Cheese slice/stick • Carrot/Cucumber stick • Small packet of Milo/Milk 	<ul style="list-style-type: none"> • Fried Food • Rice, porridge and noodles • Sweets • Chocolate bar • Tidbits (e.g. Potato Chips)



LEVEL PROGRAMMES



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Key Objectives

- Support Teaching & Learning process
- Develop values, 21st Century Skills and Social-Emotional Learning (SEL)
- Provide authentic learning experiences
- Relate learning to real-world contexts and make sense of the learning



Co-Curricular Activities

Football (Boys)	Angklung	Visual Arts	Scouts
Football (Girls)	Choir	Info Comm Club	Brownies
Volleyball (Girls)	Handbell	Athletics	Malay Dance
Indian Dance	Chinese Dance	Modular Sports Programme	



Level Programmes:

- Speech and Drama*
- Learning Journey to Singapore Zoo*
- Learning Journey to Sustainable Gallery*
- Theatre experience*

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**(Suspended until further notice due to precautionary measures for 2019 nCoV)*



DRAMATISED STORYTELLING

- P3 ‘Show time!’ – during Celebrate English!*

**(Suspended until further notice due to precautionary measures for 2019 nCoV)*

- 7 sessions of workshops after curriculum time



Level Programmes

- Financial Literacy workshop (within curriculum time)
- Conversational Chinese and Malay Lessons (*to be confirmed*)



Dates will be provided in termly calendar

Meet-The-Parents

- Date : 29th May 2020 (Friday)
- Time: 8:00 a.m. to 3:00 p.m. (15 minutes per parent)
- To be confirmed. More details will be provided closer to the date.



SCHOOL-HOME PARTNERSHIP



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Working Together to Support your Child

Guidelines for School-Home Partnership



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SCHOOLS WORK PLAN SEMINAR 2018



Ministry of Education
SINGAPORE



“MOE will provide guidelines to schools, to give greater clarity on involving and engaging parents in their child’s education, in a balanced and meaningful manner.

We will also support schools in re-calibrating parent-teacher engagement practices.”

– Minister Ong Ye Kung



Guiding Principles for School-Home Partnership

- 1. Students succeed when schools and parents work hand in hand to support students in learning self-management skills, taking responsibility and building resilience.**
- 2. Mutual respect and trust forms the strong foundation for positive engagement between schools and parents.**

Working with the school to know and support your child

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child.



Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development.
- Check the teachers' preferred mode of communication - they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.



Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.



Ministry of Education
SINGAPORE

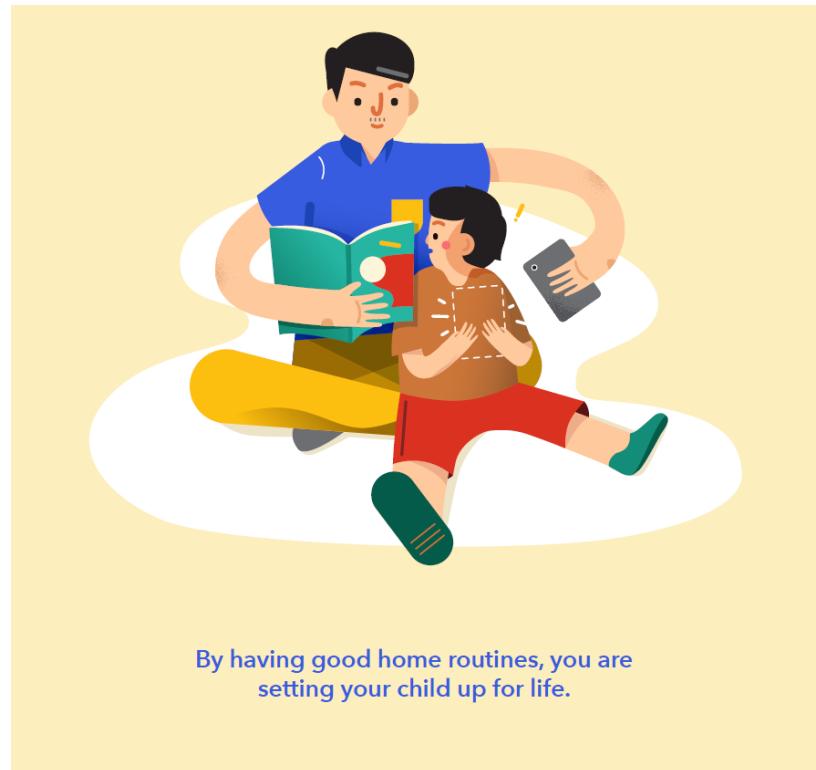
Student Well-being and Holistic Development

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning

How parents can partner us:

- Regular hours and sufficient sleep are necessary for healthy growth of children.
- “No Screen Time” an hour before bedtime because the brain will be too active so the quality of sleep will be affected.



By having good home routines, you are setting your child up for life.



Student Well-being and Holistic Development

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning

How parents can partner us:

- Create a home environment conducive for studying and the completion of homework.
- Supervise and provide support for child's learning.
- Reinforce good study habits and attitudes.
- Be mindful of the stresses arising from school homework and out-of-school activities, and help your child to prioritise his time.



If you do your child's homework, he/she will lose the opportunity to learn.



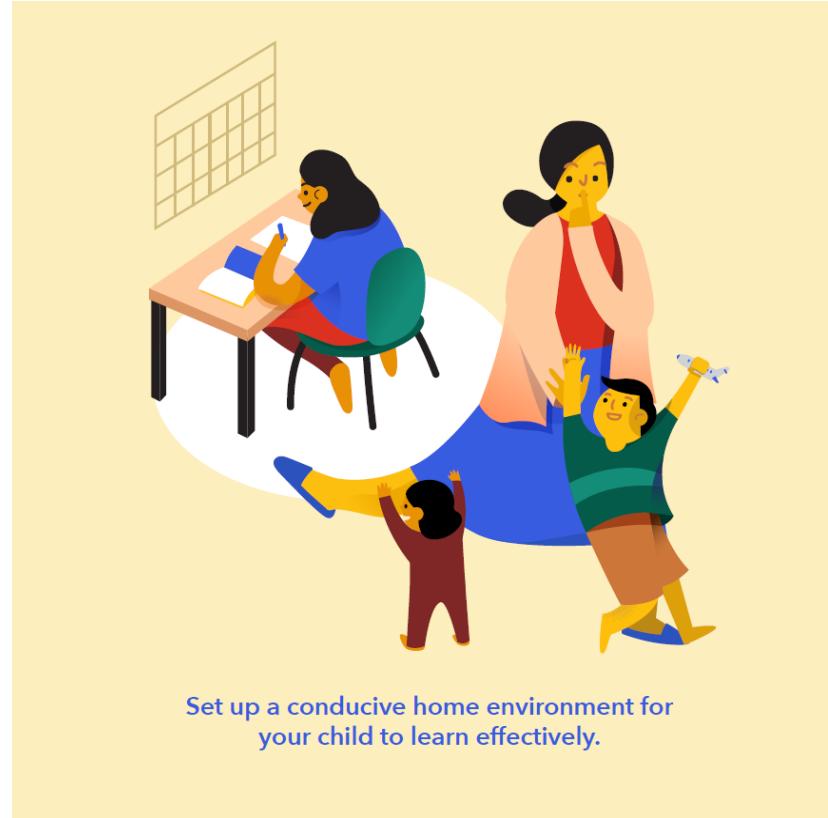
Student Well-being and Holistic Development

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning

How parents can partner us:

- Set a practice at home for your child to show you periodically his homework progress.
- Ask regularly to see/sign tests or examination papers.
- Work in partnership with his teachers to support your child's learning and development.



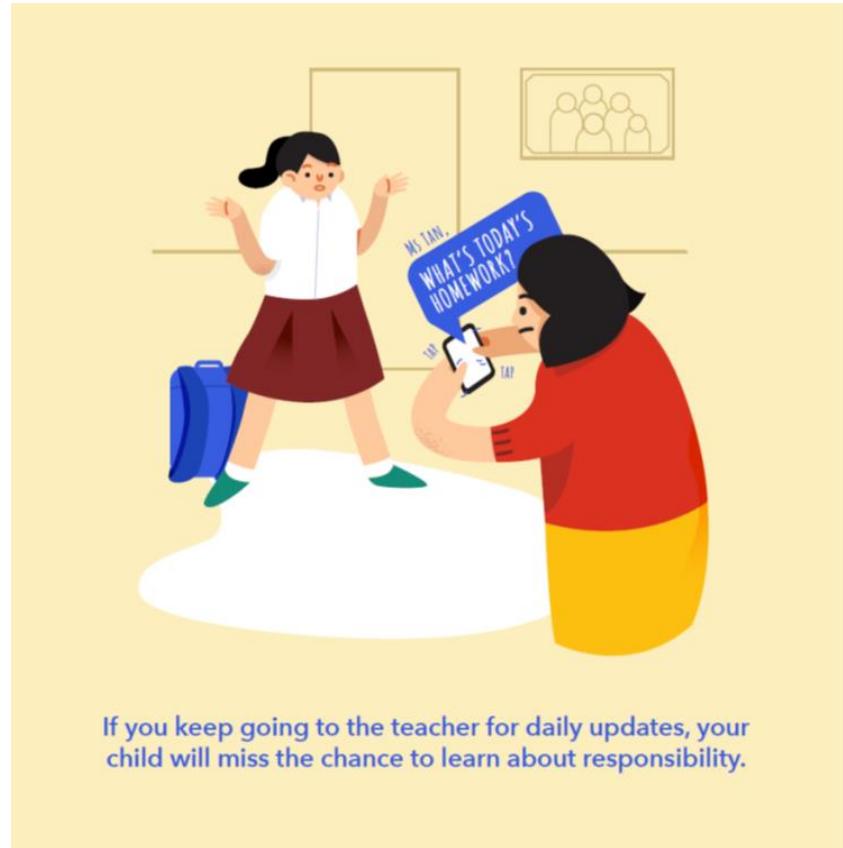
Student Well-being and Holistic Development

Managing self

We want your child to be able to manage challenges and make ethical responsible decisions to thrive in the VUCA future

How parents can partner us:

- Teachers will write down the homework in the homework column at the side of the class whiteboard. Teacher and remind your child to copy down the homework in his/her handbooks.
- Teachers will include the deadlines for the assigned homework. Ensure that your child complete his/her homework and hand them in on time.
- School homework must be completed first before other homework given by others.



If you keep going to the teacher for daily updates, your child will miss the chance to learn about responsibility.



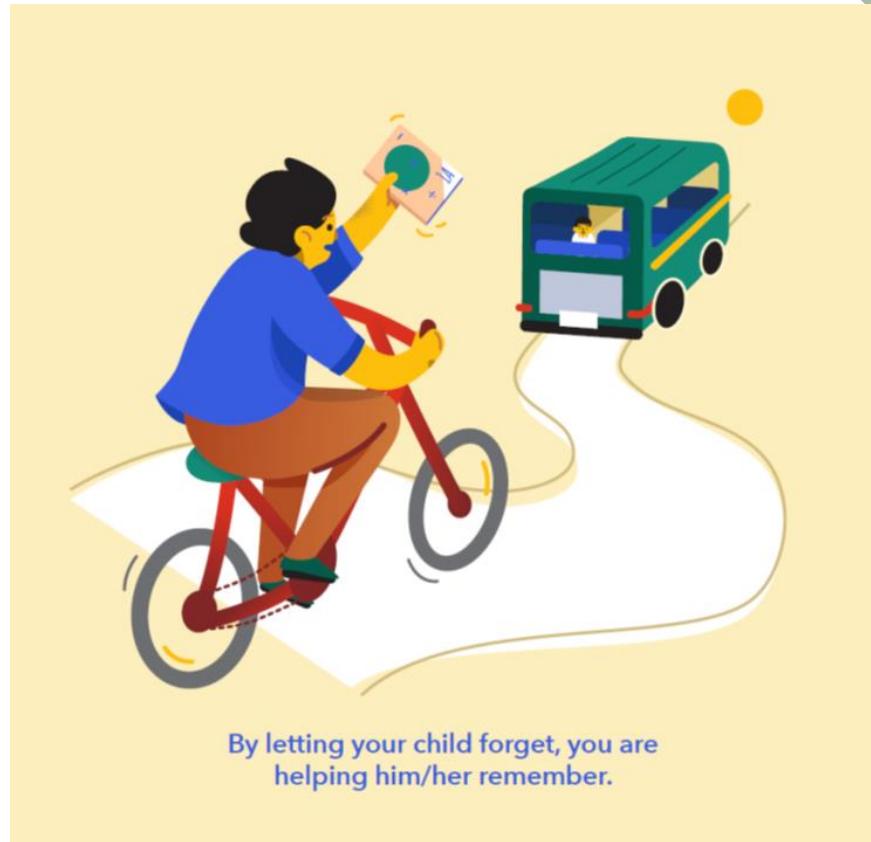
Student Well-being and Holistic Development

Managing self

We want your child to be able to manage challenges and make ethical responsible decisions to thrive in the VUCA future

How parents can partner us:

- Do not help your child by bringing books/ learning materials to school during school hours if he/she should forget



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



Communication between Teachers and Parents

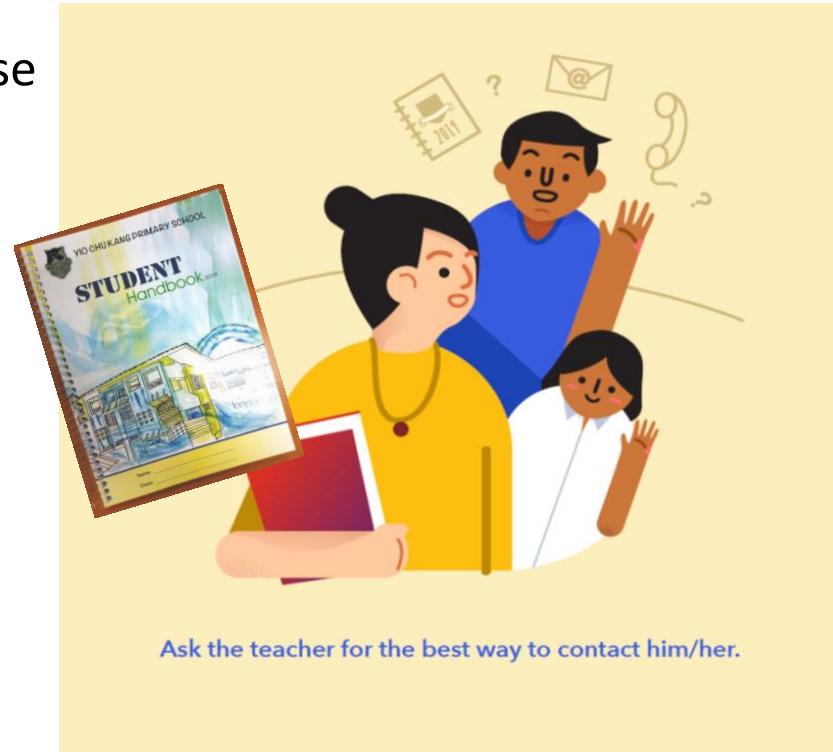
Working with the school to know and support your child

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child.

How parents can partner us:

We seek your understanding to stick to these official modes of communication, as far as possible, notwithstanding emergencies.

- Call the General Office: 6385 1365
- Email (admin_yckps@moe.edu.sg)
- Write a message in your child's handbook
- Make an appointment to meet school personnel
- Parents' Gateway
- Class Dojo



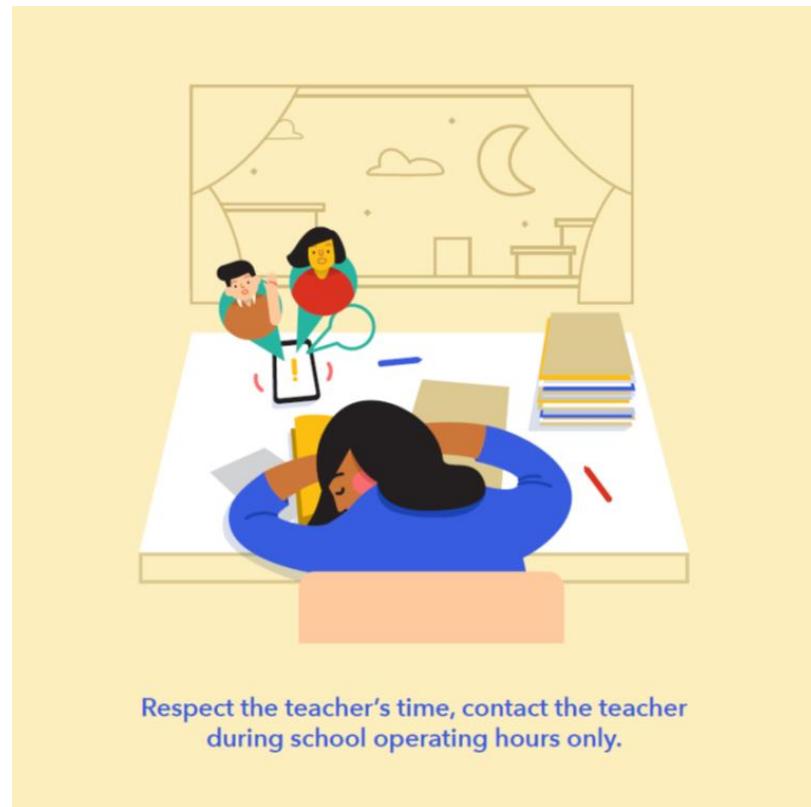
Communication between Teachers and Parents

Working with the school to know and support your child

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child.

How parents can partner us:

- We seek your understanding to adhere to the official school hours, and that if a request is received after official school hours, the teacher is not obliged to reply.



Respect the teacher's time, contact the teacher during school operating hours only.



Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development.
- Check the teachers' preferred mode of communication - they are not required to share their mobile numbers.
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Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
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Our children succeed when parents and schools work hand in hand.

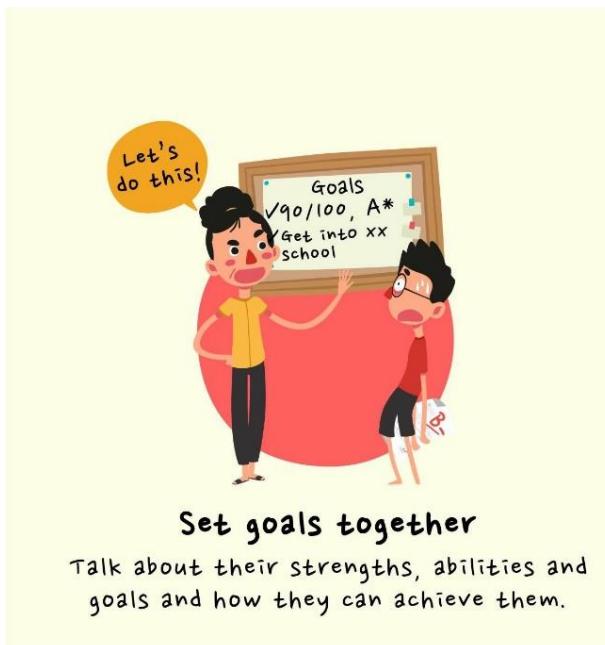
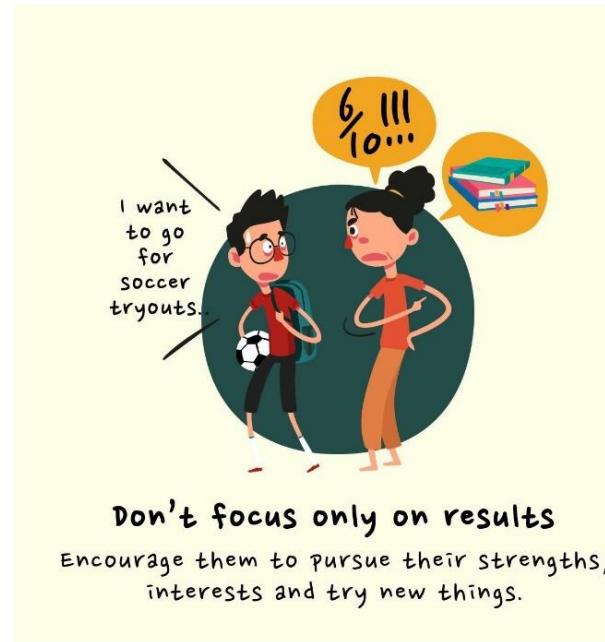


Guidelines for School-Home Partnership

- We hope to clarify the nature of school-home partnership so that we can partner each other more meaningfully.
- We would like parents to work hand in hand with us to support your children in learning self-management skills, taking responsibility and building resilience.

As parents, you can:

- Encourage Joy of Learning by not over-emphasising academic performance.
- Focus on your child's learning journey, rather than compare them to others.
- With your support, your child will:
 - Better enjoy the process of learning
 - Develop dispositions for lifelong learning



Working Together to Support your Child

*“Alone we can do so little,
together we can do so much.”*

- Helen Keller, American Author



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Yio Chu Kang Primary School

Primary 3 Parents Briefing Session

Form Teachers Classroom Sharing

7 February 2020*

*Cancelled due to precautionary measures for 2019-nCoV



Classroom Session Sharing

No	Topic
1	Assessment Overview
2	Sharing on the various subjects



Assessment Overview

Term 1	Term 2	Term 3	Term 4
HA	WA2	WA3	SA2

HA denotes Holistic Assessment, which is non-weighted.

WA denotes Weighted Assessment which refers to assessments where the scores form part of the computation of a student's overall results in a subject for the year.

SA denotes Semestral Assessment taking place at the end of the year.*

* Circulars will be given to parents in due time



ENGLISH LANGUAGE



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STELLAR

STrategies for English LLAnd Reading

STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years.

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Broad Strategies:

- Shared Book Approach (SBA)
- Supported Reading (SR)
- KWL
- Modified Language Experience Approach (MLEA)
- Writing Process Cycle (WPC)



KEY FOCUS: READING

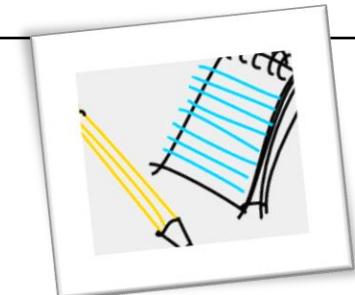
- Drop Everything And Read (DEAR) Programme
- Morning Silent Reading & Silent Reading Periods
- Mum's The Word: Reading Mums

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P3 EL KEY WORK DELIVERABLES

Components	Item
STELLAR Learning Sheets C'mon Supplementary Worksheets	Dark Purple Ring Folder
MLEA Writing – Writing based on learning experience	Writing File (light purple)
Narrative Writing – Theme-based writing on 1-3 pictures	
Spelling/Dictation	Exercise book/Activity sheets
Oral & Listening Comprehension	Book



TRANSITION FROM P2 TO P3 – KEY DIFFERENCES

Primary 2	Primary 3
<ul style="list-style-type: none">Writing: Guided by <u>4 sequential pictures with helping words</u><u>At least 70 words</u>; 12 marksContent: More guided and narrower due to greater picture constriction on plot line	<ul style="list-style-type: none">Writing: Based on the given <u>theme</u> and with <u>1, 2 or 3</u> of the random pictures which are loosely linked thematically.<u>At least 100 words</u>; 20 marksFewer helping wordsContent: More room for plot idea development with sound expression through descriptive vocabulary required
<ul style="list-style-type: none">Listening Comprehension: <u>Phonics; Picture Matching; Picture sequencing</u>; 12 marks	<ul style="list-style-type: none"><u>No more phonics</u>NEW: Listening for understanding & detail – <u>Note-taking; Listening for Info: Passage with MCQ</u>; 14 marks
<ul style="list-style-type: none">Language Mastery: 1 x Comprehension OE; 140 – 200 words	<ul style="list-style-type: none">Language Mastery: 2 x Comprehension OE which are greater in length; 180 – 220 words; 220 – 260 wordsRequire more inferential, higher-order skillsets (ie. cause and effect, identifying main idea, compare and contrast etc.)
Oral: Apart from reading aloud, greater emphasis on students' ability to engage in stimulus-based conversation with accurate grammar and vocabulary structures	

Weighted Assessment (WA2) Focus – Term 2

Components	Marks
- Vocabulary: MCQ	6 marks
- Grammar: MCQ	6 marks
- Grammar Cloze (1): FIB (personal pronouns) (60-70 words)	4 marks
- Grammar Cloze (2): FIB (subject verb agreement) (60-70 words)	4 marks
- Vocabulary Cloze: FIB (helping words)	4 marks
- Synthesis	4 marks
- Editing for Spelling and Grammar	4 marks
- Comprehension OE (220-260 words)	8 marks



Weighted Assessment (WA3) Focus – Term 3

Components	Marks
- Vocabulary: MCQ	6 marks
- Grammar: MCQ	8 marks
- Grammar Cloze (1): FIB (personal pronouns) (60-70 words)	4 marks
- Grammar Cloze (2): FIB (subject verb agreement) (60-70 words)	4 marks
- Vocabulary Cloze: FIB (helping words)	4 marks
- Synthesis	4 marks
- Editing for Spelling and Grammar	4 marks
- Comprehension OE 1 (180-220 words)	8 marks
- Comprehension OE 2 (220-260 words)	8 marks



Key Assessment Focus (SA2)

Examination Components	Key Assessment Focus
Paper 1: Continuous Writing (20 marks)	<ul style="list-style-type: none">Narrative: Writing based on the given <u>theme</u> and with <u>1, 2 or 3</u> of the random pictures providedNarrative to be <u>at least 100 words</u>. Interesting and coherent content/plot line with sound expression through descriptive vocabulary
Paper 3: Listening Comprehension (14 marks)	<ul style="list-style-type: none">Listening for gist and detail in the following: Picture Matching; Picture Sequencing; Listening for Info; Note-taking; Passage – MCQ
Paper 4: Oral Communication (16 marks)	<ul style="list-style-type: none">Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u> (6 marks)Stimulus-based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture. (10 marks) <p>*The candidate is assessed on his/her ability to engage in a sustained conversation</p>



Key Assessment Focus (SA2)

Examination Components	Components
Paper 2: Language Use (50 marks)	<p>Vocabulary: MCQ</p> <p>Grammar: MCQ</p> <p>Grammar Cloze (1): Fill-in-the-blank (personal pronouns) (60-70 words)</p> <p>Grammar Cloze (2): Fill-in-the-blank (subject verb agreement) (60-70 words)</p> <p>Vocabulary Cloze: Fill-in-the-blank (helping words)</p> <p>Synthesis</p> <p>Editing for Spelling and Grammar</p> <p>Comprehension OE 1 (180-220 words)</p> <p>Comprehension OE 2 (220-260 words)</p>



General Areas of Weakness

- Grammar & Vocabulary
- Comprehension Open-ended (OE)
- Synthesis
- Continuous Writing
- Stimulus-based Conversation



TIPS FOR PARENTS: READING & SPEAKING

- Activate child's interest – Go to the library together. Show/give your child books about their special interests or hobbies. Allow your child to choose books to read and reread.
- Teach your child to select and read texts at his/her level: reading texts that are too difficult can be frustrating; texts that are too easy are not challenging.
- Set aside time for your child to read every day – at least 30 minutes a day.
- Read to and with your child or have your child read to you. Encourage your child to talk about books that he/she has just read (ie. story/characters etc.).
- Suggesting that your child give a different ending to the story read.



TIPS FOR PARENTS: READING & SPEAKING

- Provide ample English language reading materials at home. Introduce your child to a variety of texts (e.g. game instructions, recipes, comic books, catalogues, toy advertisements, magazines and newspapers etc.).
- Model the use of Standard English when communicating with him/ her. Do not attempt to correct their mistakes by repeating their mistakes. Model the right language instead.
- Read and write notes/messages in front of your child. Let them have ample writing opportunities as well.
- In addition to doing worksheets and assessment books, English language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities.



TIPS FOR PARENTS: WRITING

- Time management – With only 50 minutes in the examination to complete the writing, it is important to manage time well. Let your child go through **TIMED** practice at home.
- Encourage your child to jot down good vocabulary/phrases and apply them in their writing.



MATHEMATICS



Primary 3 Mathematics Assessment

Assessment Type	Format and Rigor of assessment
WA2 (Term 2)	<ul style="list-style-type: none">• Section A: Short-answer (20m)• Section B: Long-answer (10m)• Marks: 30
WA3 (Term 3)	<ul style="list-style-type: none">• Section A: Short-answer (20m)• Section B: Long-answer (10m)• Marks: 30
SA2 (Term 4)	<ul style="list-style-type: none">• Section A: Multiple-choice (30m)• Section B: Short-answer (30m)• Section C: Long-answer (20m)• Marks: 80



Pointers to note:

Important for Primary 3 students to:

- To be clear of all topics, in particular these:
- *Fractions*
- *Area & Perimeter*
- *Angles*
- *2-steps word problems*
- Understand what the *word problem* is testing and using the most appropriate method (*heuristics*)
- Fluent in addition, subtraction, multiplication and division of numbers



Pointers to note:

Good for parent(s) to encourage your child to:

- Draw model/diagrams in order to better understand the word problems
- Explain their solutions to you and state what they are finding in each step
- Revise and test multiplication regularly
- Add, subtract, multiply and divide mentally well



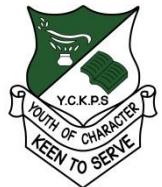
Primary 3 Mathematics Syllabus

Areas for parental support:

- Read and write numbers up to 10 000 in words and numerals
- Mental calculations of addition and subtraction (up to 4-digit numbers)
- Multiply and divide using multiplication tables
- Add and subtract money in decimal form
- Tell time to the minute
- Encourage child to draw model in order to solve word problems



SCIENCE



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

P3 Science Topics

Term 1	Term 2
<u>Diversity</u> 1. Classification: Living and Non-Living Things 2. Plants 3. Animals	<u>Diversity</u> 4. Fungi and Bacteria 5. Exploring Materials
Term 3	Term 4
<u>Systems</u> 6. Your Amazing Body as a System 7. Plants and Their Parts	<u>Interactions</u> 8. Magnets and Their Characteristics 9. Making Magnets

Science Skills and Processes

- Observing
- Comparing
- Classifying
- Using apparatus and equipment
- Communicating
- Inferring
- Formulating hypothesis
- Predicting
- Analysing
- Generating possibilities
- Evaluating
- Creative problem solving
- Decision-making
- Investigation



P3 Science Exam Format

Weighted Assessment (WA2)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	10	20
B	Open-ended	3 to 4	10
Total Marks			30

Weighted Assessment (WA3)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	10	20
B	Open-ended	3 to 4	10
Total Marks			30

Semestral Assessment (SA2)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	24	48
B	Open-ended	12	32
Total Marks			80

Tips for Parents

- *Spend time with child*
 - use everyday situations for exploration and to stimulate curiosity
 - bring child to places of interests for varied learning opportunities
 - support child in doing scientific investigations
- *Encourage child to read*
 - magazines or non-fiction books related to Science to increase knowledge and improve communication skills
- Challenging topic: Magnets and Their Characteristics



Tips for Students

- Learn spelling of key words
- *Understand* key concepts
- *Read* textbooks, workbooks, booklets/worksheets, and Science Journals
- Improve answering techniques – *answers must be based on scientific concepts*
- Take a more hands-on approach
- Ask when in doubt



MOTHER TONGUE LANGUAGES



P3 Mother Tongue Languages

Approach

Mastery of 4 Macro Skills

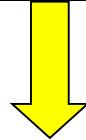
Listening

Speaking

Reading

Writing

Language Use



Vocabulary

Grammar

**Reading
with
Understanding**

P3 MTL Assessment

Weighted Assessment (WA2)

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice	15 to 23	40
Language Use Comprehension	Open-ended	3 to 5	
Total Marks			40

Weighted Assessment (WA3)

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice	15 to 23	40
Language Use Comprehension	Open-ended	3 to 5	
Total Marks			40

P3 MTL Assessment

Semestral Assessment (SA2)

Assessment	Item Type	Number of Questions	Marks
Listening Compre	Multiple-choice	10	10
Oral	Open-ended	2	30
Paper 1 - Compo	Open-ended	1	15
Paper 2 – Lang Use	Multiple-choice & Open-ended	30	45
Total Marks			100



Primary School Mother Tongue Languages (MTL) Curriculum

Listening

- Listening to instructions in Mother Tongue Language
- Select the correct picture and response
- Listening comprehension practices in their activity books



Primary School Mother Tongue Languages (MTL) Curriculum

Speaking

- Expressing their thoughts through conversation section in the MTL textbook
- Conversation section in oral
- Show & Tell practices



Primary School Mother Tongue Languages (MTL) Curriculum

Reading

- Able to read aloud and pronounce words, sentences
- Read with good intonation



Primary School Mother Tongue Languages (MTL) Curriculum

Writing

- Learn to form sentences that are grammatically correct and write a paragraph based on a 1 to 3 pictures.

Language Use

- Building of Vocabulary, Grammar and comprehension skills through daily lessons.



Working in Partnership with Parents

- Encourage your child to share what words/content they learnt for the day with you. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.



Useful Links

1. Changes to the PSLE scoring and S1 posting

(<https://www.youtube.com/watch?v=XNhLvEkB90>)

2. What you need to know about the new PSLE scoring system

(<https://www.youtube.com/watch?v=vr-9ctEWnaA&feature=youtu.be>)



Useful Links

3. Parents Gateway Onboarding Video for Parents

(https://www.youtube.com/watch?v=29H_d-I5H0s)

4. MOE Parents Gateway

(<https://www.youtube.com/watch?v=PCM5o8jAncc>)



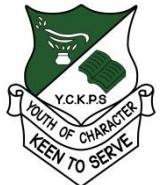
Useful Links

5. Cyber Wellness For Parents - First Phone

(<https://www.youtube.com/watch?v=2reBGK-1zC4>)



If you should have any enquiries or questions regarding any of the content in the slides, you can email the school at admin_yckps@moe.edu.sg.





*Thank
you*



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