













Nurturing Future Learners, Future Citizens, Future Leaders

11 February 2023

Mother Tongue Languages (MTLs) Curriculum Sharing Cum Workshop Primary 1 & Primary 2

Overview

- P1 and P2 Curriculum
- Assessment



Curriculum Objective

To develop proficient language users -

The Four Language Skills:

- Speaking
- Listening

Including Spoken Interaction

- Reading
- Writing

Including Written Interaction





What to expect for Primary 1

- CL: Learning of Hanyu Pinyin together with recognition of the characters
- ML: Learning of standard pronunciation or Sebutan Baku together with vocabulary building
- TL: Learning of Tamil Alphabet, Poem
- **→**Basic sentence construction



Oracy and Vocabulary



What to expect for Primary 2

- Enhancing and Strengthening skills learnt
- Speak clearly in complete sentences
- More emphasis on reading and sentence construction
- Ability to write in sentences and language application skill



Progression to Reading and Writing



Learning Experiences

	Beyond the classroom	In Classroom			
•	External Competitions	Sentence construction Skills			
•	MTL Fortnight Secret Garden	Comprehension Answering Techniques			
•	Festive Celebrations	Oracy Skills			
•	Cultural Performance Exposure	Reading Program			
		Internal Competition			
		 Rich & Diversified Learning Resources 			
		 ICT tools – Quizlet, Student Learning Space, Wordwall, Flipgrid 			





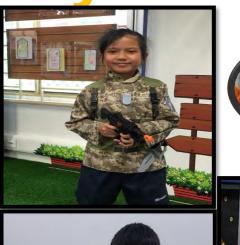




Meridian Shopping Day



<u>Joy of Learning</u>











My Aspiration Day



Joy of Learning in the SECRET GARDEN



P1 Chinese Language MT Fortnight activities









P1 Malay Language MT Fortnight activities









P1 Tamil Language MT Fortnight activities







P2 Chinese Language MT Fortnight activities







P2 Malay Language MT Fortnight activities



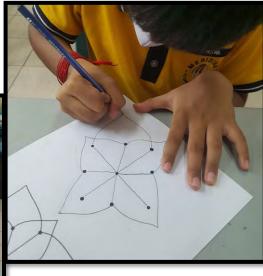




P2 Tamil Language MT Fortnight activities























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Assessment



Modes of Assessment

- 1. Bite Sized
- 2. Regular and ongoing
- 3. Formative in nature
- 4. Focus on mastery of skills



https://go.gov.sg/assessmentplan2023

Non-Weighted Assessments



TERM 1 CHINESE LANGUAGE					Currently		2019	2020 or 2021
Name: Parent's Signature			ent's Signature					
Class:			-1		R	efreshing	the Holistic Development	Profile (HDP)
	,	earning Progress			A		A CONTRACTOR OF THE PARTY OF TH	
	Beginning	Developing	Competent	Accomplished	>Use of indicators to report students' development in both academic and non academic domains (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)		P1 & P2	
1. HanYu PinYin	Recognize a few hanyu pinyin and need guidance to differentiate intonations.	Recognize some hanyu pinyin and able to differentiate some intonation.	Recognize most hanyu pinyin and able to differentiale intonation	Recognize all banyu pinyin and able to differentiate intonation.			> Use qualitative descriptors to repor students' learning in all subjects. Non-academic indicators will be retained	t
	- Y - 1Y	()	()	()		3,1	All other levels	
2. Listening and Speaking Skill	Understand the conversation minimally and could respond using a few words.	Understand some parts of the conversation and respond using some phrases	Understand the conversation well and respond using simple sentences.	Understand the conversation very well and respond confidently.			 Academic Indicators adjusted for HDP. Non-academic indicators will be retained 	
	()	()	()	· · · · · · · · · · · · · · · · · · ·	Qualitative		Remark	S
3. Word Mastery		Read and write some simple words laught	Read and write most words laught	Read and write well	Descriptors			
					Accomplished	Able to understand & apply learning <u>almost all</u> the time		
Remarks:					Competent *	• Able	to understand & apply lear	ning <u>most</u> of the time
					Developing *	• Able	to understand & apply lear	ning <u>some</u> of the time.

Learning Progress Report

Holistic Development Profile

Curriculum Forum Day 2023

Helping Your Child To Develop the Love for the Chinese/Malay Language

Content

 Challenges faced by Non-Native Learners learning CL/ML

We love MTL:

- Sharing by Students: Dulce (6RB) & Renee (4RS)
- Emilia (4CA)
- Support/ Tips for Parents

General difficulty observed

- Speaking
- Listening
- Reading
- Writing

- Lack of Fluency
- Unable to differentiate spoken and written
- Lack of content in both oral conversation
 & writing
- Lacking in Vocabulary



Challenges faced by Non-Native Learners learning Chinese Language

1. Tones:

Tones are one of the main difficulties non-native speakers face. Each Chinese character must be pronounced in a certain way, using one of four sounds, known as 'tones'.

2. Characters:

Chinese characters derive from pictures that have been simplified overtime to create the modern-day language. To non-native speakers, several characters have no obvious visual link to their meaning and appear quite complex.

Challenges faced by Non-Native Learners learning Malay Language

1. Vocabulary:

Understanding the words is one of the main difficulties non-native speakers face.

2. Conversation:

Conversing in the language requires vocabulary and structure. To non-native speakers, it is a challenge to use vocabulary in sentence to give their opinions.

3. Tips for Parents

You can provide a supportive environment for your child to learn CL/ML by playing two roles:



The Facilitator







1. Be Positive

Encourage your child to persevere



2. Respond to your child

Check in with your child.



3. Give psychological support

A smile or a hug goes a long way!



4. Encourage intrinsic motivation

Derive pleasure from learning the language



5. Have fun

Acquire the language in an emotionally relaxed state.

The Facilitator





-Story books, dictionaries, games, toys

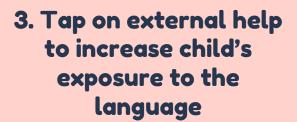
-Mass media & technology (audio readings of stories and rhymes, audio books, online videos)

-Interactive learning apps

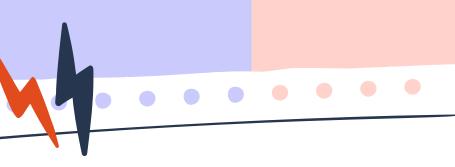


2. Start small

-CL/ML Hour:
once or twice a week
before increasing
the duration or
frequency
gradually



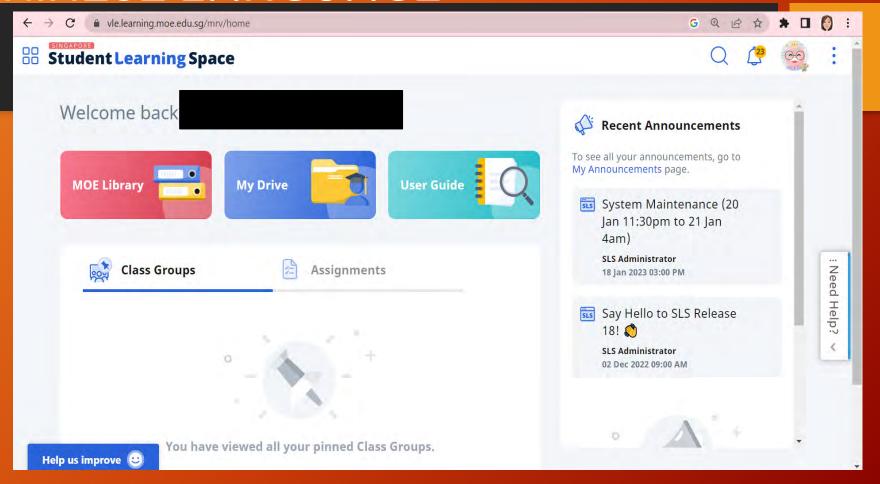
-Involvement
in community programmes
and interactions
with Chinese/Malay-speaking
acquaintances

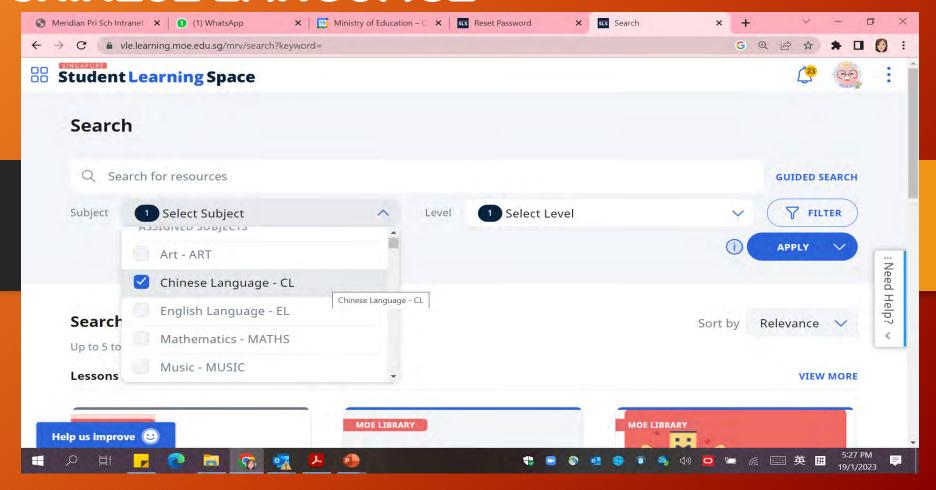


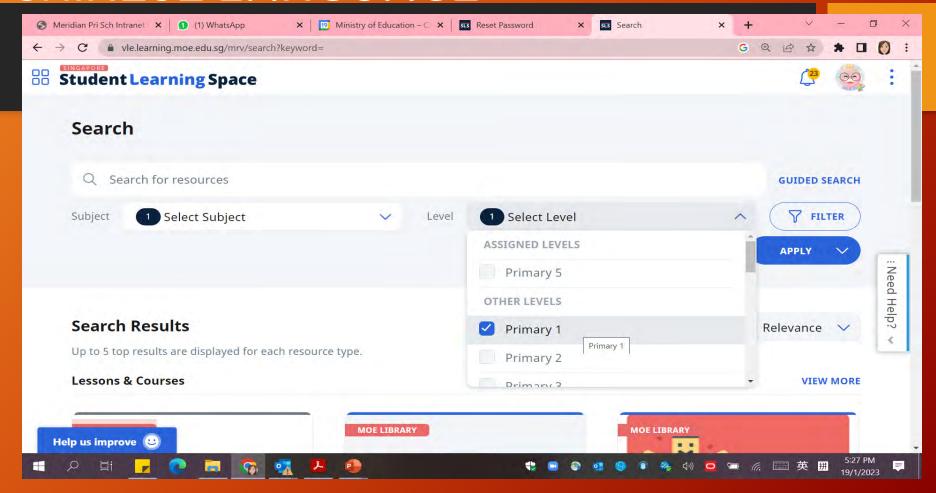
ICT Resources

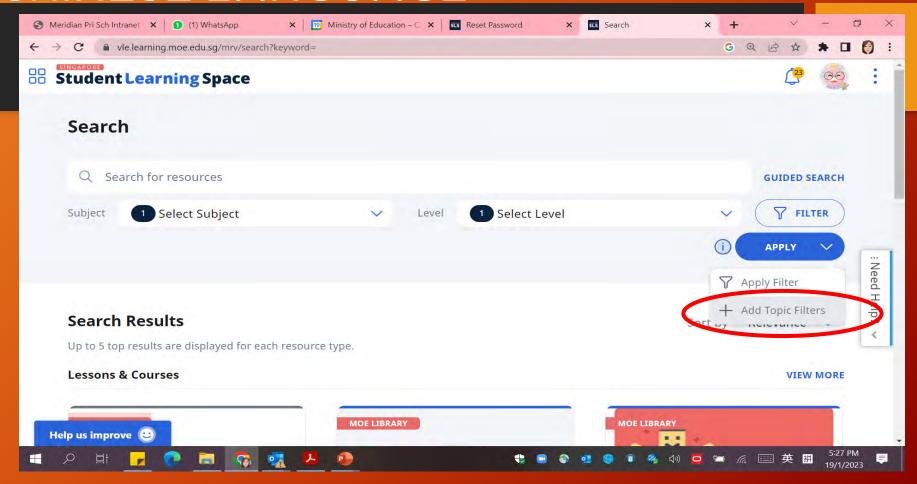


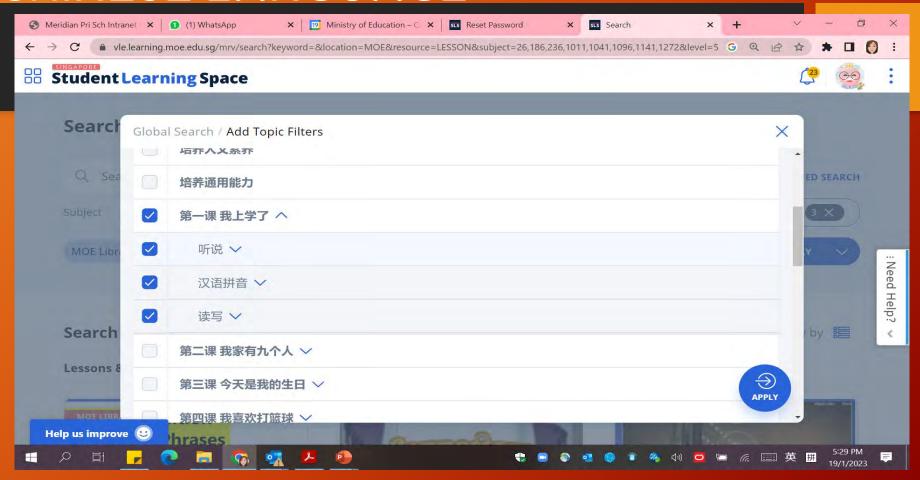
Using **Student** Learning Space (SLS) portal for self-directed learning

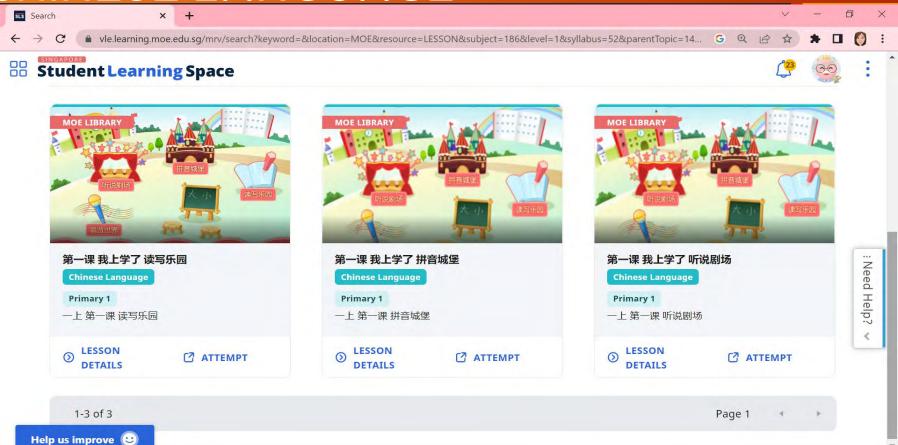


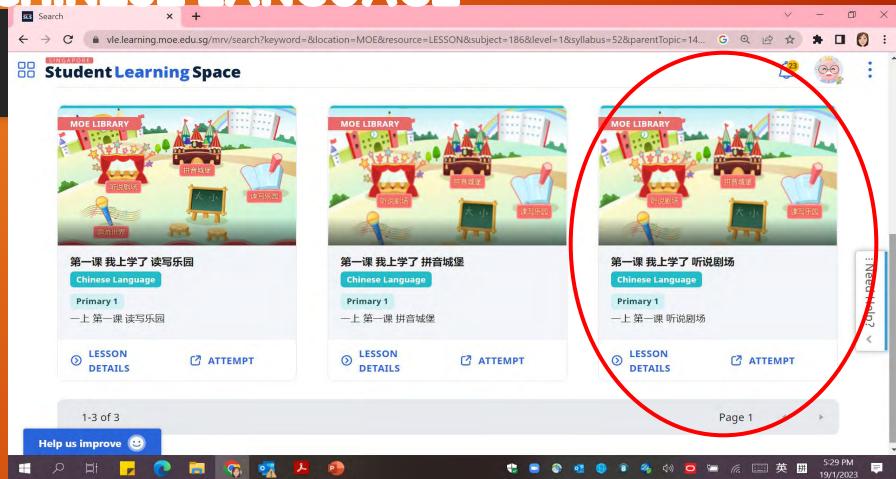












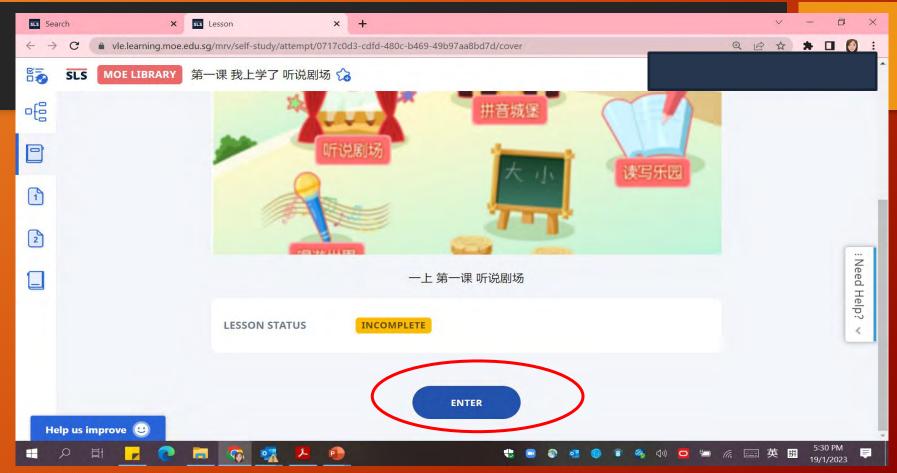


INCOMPLETE

TATUS

: Need Help?

Help us improve 😉

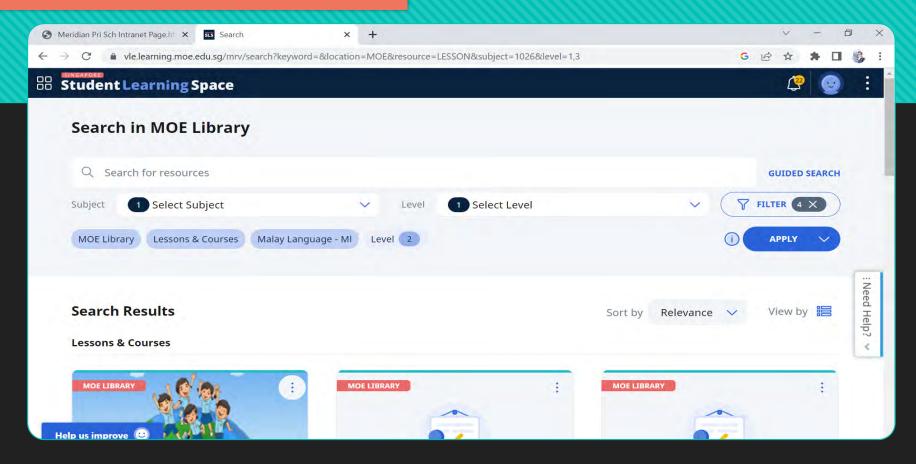


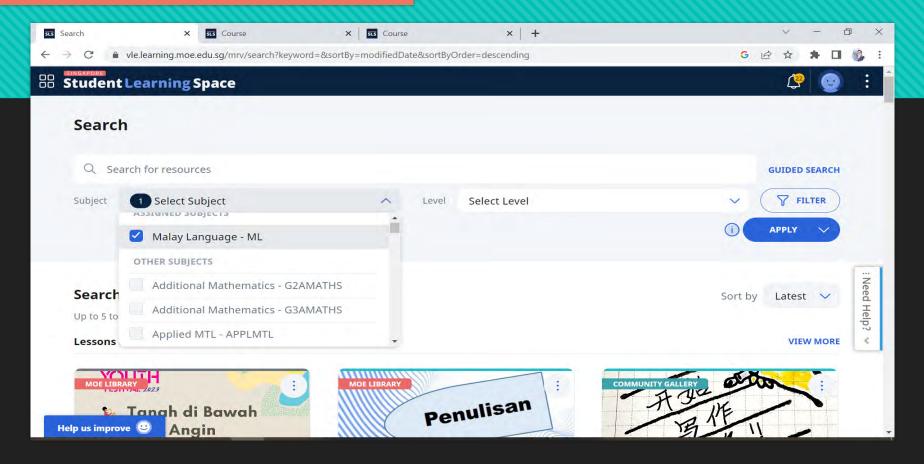
CHINESE LANGUAGE

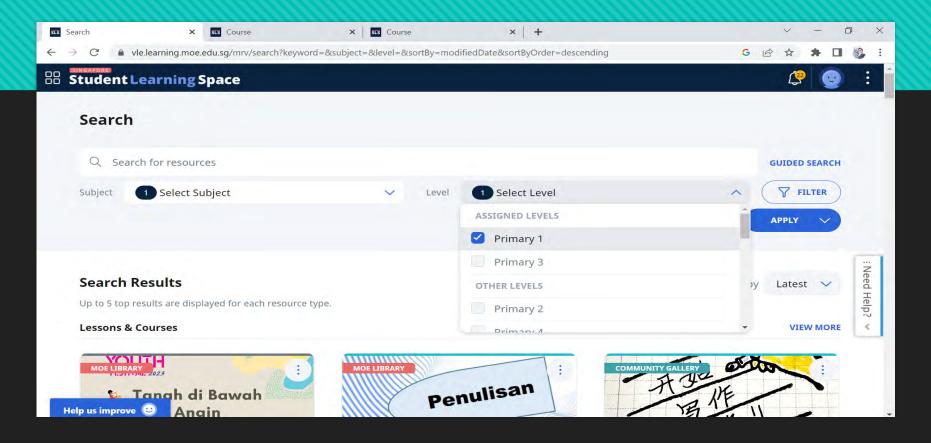


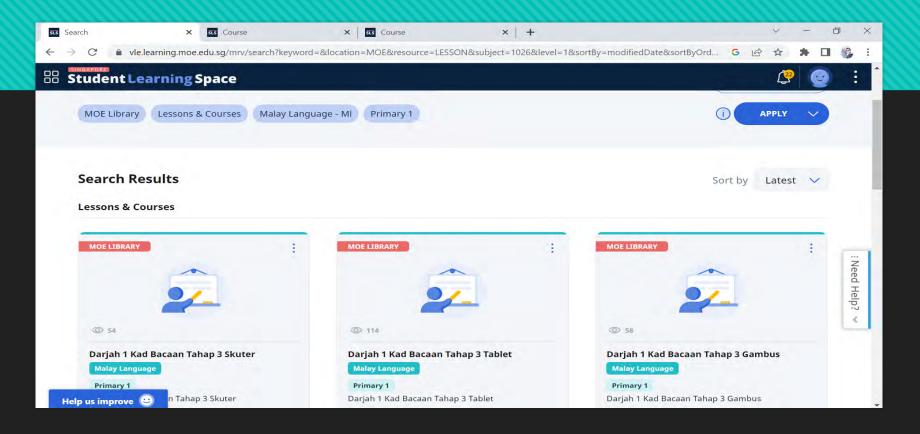
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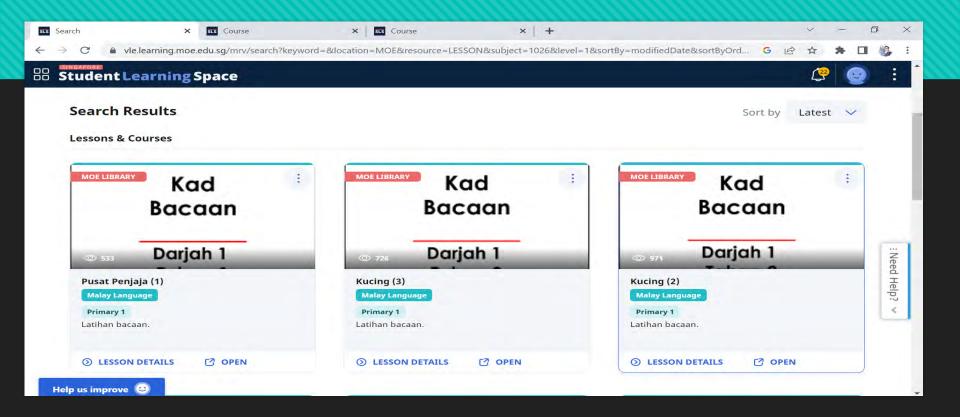


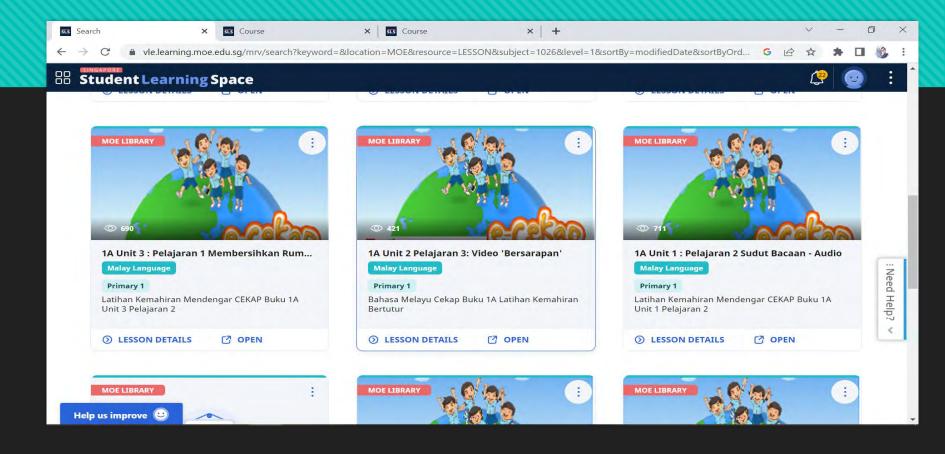


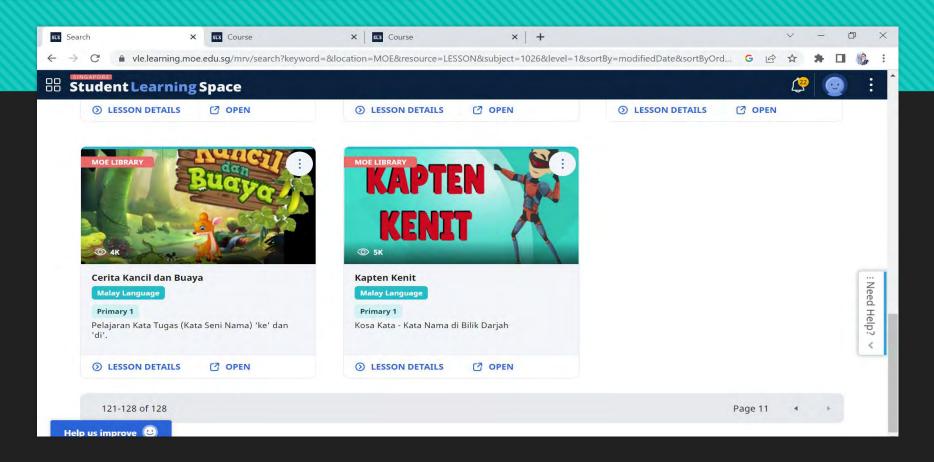


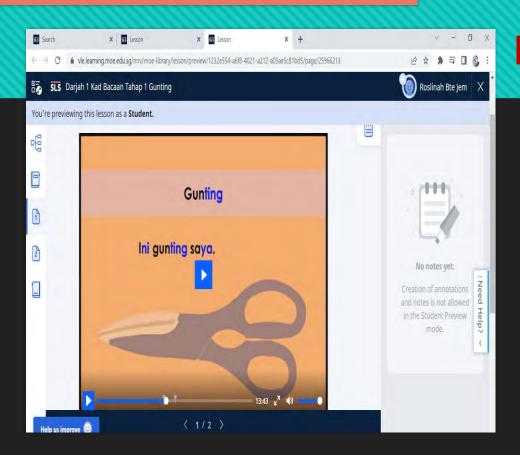




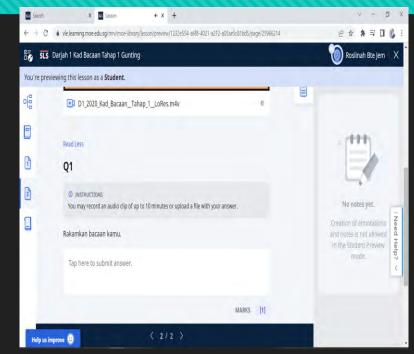


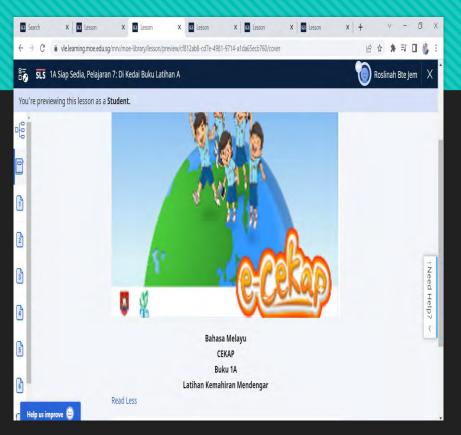




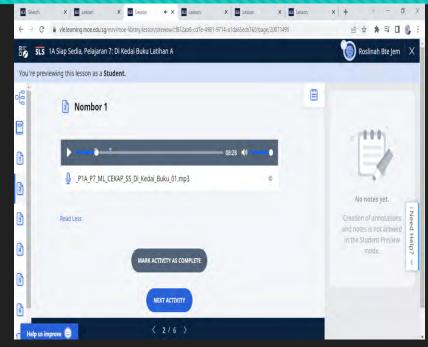


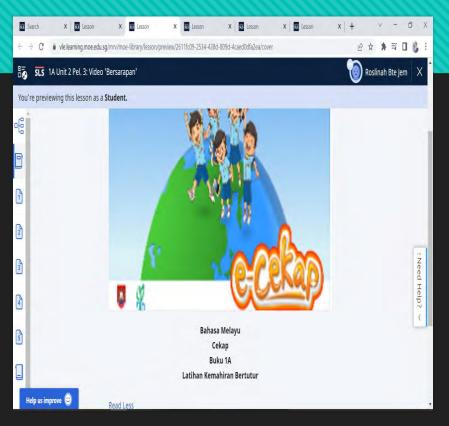
READING - PRACTICE



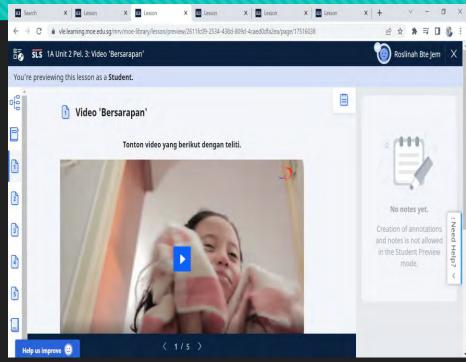


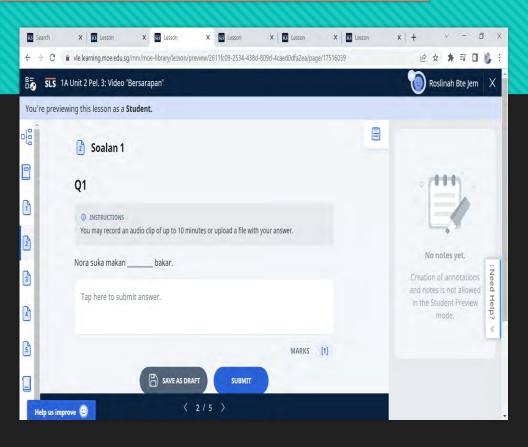
LISTENING - PRACTICE



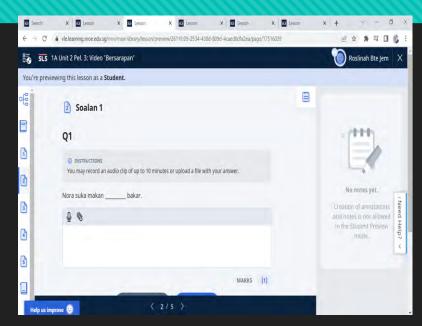


ORACY - PRACTICE





ORACY - RESPONSE



USEFUL APPLICATIONS





amaze

990

amaze

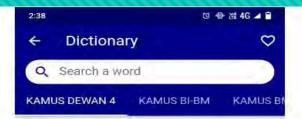
vt sungguh menghairankan, mengagumkan: what ~ed him was his mother's calmness, yg sungguh menghairankannya ialah ketenangan ibunya;

amazing

adj sungguh menghairankan, mengagumkan: with ~ results, dgn hasil yg sungguh menghairankan; ~ talents, bakat-bakat yg mengagumkan;

~d

adj sungguh hairan, kagum: he was ~ at the boy's courage, dia sungguh hairan melihat



kamus

9904

kamus /

buku yg mengandungi kata-kata dll (yg disusun menurut abjad) dgn keterangan mengenai makna perkataan dll: ~ bahasa kebangsaan; ~ Melayu-Inggeris;

mengamuskan

memasukkan ke dlm kamus;

perkamusan

perihal (yg berkaitan dgn) kamus (penyusunannya, ilmu mengenainya, dll): Bahagian P~, Dewan Bahasa dan Pustaka; lapangan ~; projek ~;

pekamus

USEFUL APPLICATIONS

CERITA RAKYAT NUSANTARA







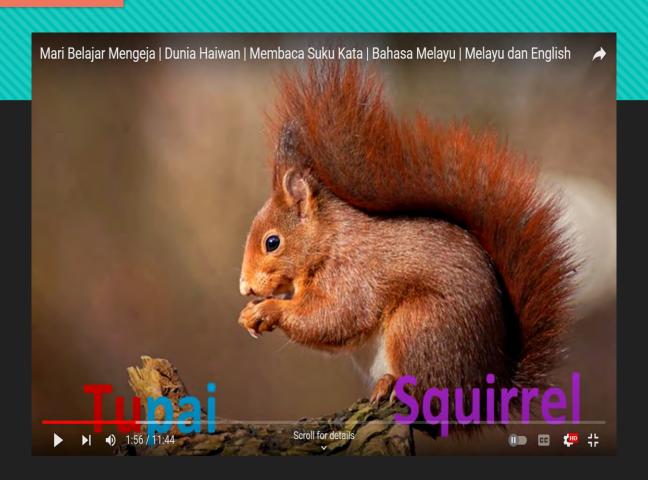




INTERESTING VIDEOS



INTERESTING VIDEOS



What can Parents Do?

Make good use of textbook

Make good use of curriculum resources

Revise Spelling List / Regular practice

Build up a "Characters Achievement List" / Vocabulary Book with your child

What can Parents Do?

Be your child's audience

Be equipped with a bilingual dictionary

Visual stimulus at home

Visits to the libraries



THANK YOU for here!



