Mother Tongue Language

Primary 1

Together
WE make a difference
Agenda

• Mother Tongue Language Policy
• P1 Syllabus
  – Introduction
  – Resources
  – Ways to support your child in the learning of Mother Tongue
• Holistic Assessment (HA)
• Modular Approach (CL)
Mother Tongue Language Policy

• Our Mother Tongue Language (MTL) policy requires all students who are Singaporeans or Singapore Permanent Residents to study their respective official MTL: Chinese, Malay and Tamil. A non-Tamil Indian may choose to offer as his/her MTL: (a) Tamil, or (b) a non-Tamil Indian Language such as Bengali, Gujarati, Hindi, Punjabi or Urdu.

• Encouraging every Singaporean student to study his MTL for as long as possible and to as high a level as he/she is capable of.

_Singapore adopted the bilingual policy in 1966. English was promoted as the first language to ensure that Singapore would be plugged into the global economy. The knowledge of our Mother Tongues, on the other hand, is a cultural compass to our sense of self, identity and values._
Exemption from MTL

Students are given exemption from offering MTL only under exceptional circumstances. There are two broad categories of students who can be given exemption:

1. those who join or re-join the school system mid-stream without prior learning of the MTL, and

2. those with certified medical condition that would adversely affect their ability to cope with MTL. The top 3 medical conditions for which MTL exemptions have been granted are dyslexia, autism spectrum disorder and ADHD.
Introduction-Chinese

• Thematic lesson

• Focus
  – Oral interaction skill (Oracy Theatre)
  – Vocabulary (Oracy Theatre)
  – Hanyu Pinyin (Pinyin Castle)
  – Form of Chinese characters (Literacy Playground)
  – Reading skills (Literacy Playground)
Oracy Theatre
-Oral interaction & Vocabulary

*Children are not required to recognise the Characters
Oracy Theatre
- Oral interaction & Vocabulary

- Interactive activity
- Oratorical activity
Hanyu Pinyin Castle
-Hanyu pinyin of the vocabulary words

Hanyin pinyin helps in characters recognition and reading.
Hanyu Pinyin Castle
-Hanyu pinyin of the vocabulary words

声调操

- 一声往前滑，
- 二声往上升，
- 三声下去再上来，
- 四声往下冲。

生活运用

你知道家人的名字吗？

回家问问他们，认认他们

de míng zi.

的名字。

Gēn zhǎng bèi shuō huà shí yào yòng
“您”哦！

活动本第7-8页
Hanyu Pinyin Castle

- Hanyu pinyin of the vocabulary words

• Hanyu pinyin of the Chinese characters linking to a word are **enjoined**

• The Hanyu pinyin in every sentence is in **capital letter**.

• Learning and testing of Hanyu Pinyin, **children are not required to enjoin** the Hanyu Pinyin of the characters in words **or capitalise letters when writing sentences** in Hanyu Pinyin.
Literacy playground
-form of the Chinese characters and reading skills
How can parents help their child to apply what she has learnt

- Be their role model
- Be their facilitator
- Be their motivator
How can parents help their child to apply what she has learnt

- Be their role model
  - Focus on “Real-application”
  - Use the language
  - Learn together
How can parents help their child to apply what she has learnt

• Be their facilitator
  – Provide resources for learning
    -xuele portals, adaptive reading, mconline
  – Start small
  – Tap on external help
Joy of Reading

• P1 to P2: Focus on nurturing an intuitive grasp of the language
• Build Reading Portfolio together with your child.
• Inculcate the habit of reading in your child
  – Share a story
  – Weekly borrowing of MT books
  – Publications eg. 《好朋友》

http://schoolbag.sg/story/reading-with-your-child
How can parents help their child to apply what she has learnt

• Be their motivator
  – Be positive
  – Have fun
  – Respond to your child,
  – give psychological support
  – Encourage intrinsic motivation
Holistic Assessments

• Reading assessments
• Listening assessments
• Language tests
  o Vocabulary, grammar, spelling, comprehension
• Oral Presentations
Holistic Assessments

- A consolidated schedule will be issued.
  - Dates, test items and weightage/mark will be indicated

- HA will only start in term 2
Different starting points

• Students enter school with varied language backgrounds and abilities.

• Some already have good working knowledge of their MTL; others are less familiar with the sounds, patterns and rules; and yet others have grown up learning two languages.

• These different groups have different needs when it comes to learning MTL.
P1 MTL classes

• Currently randomly assigned
• Teachers get to know the students’ starting point in MTL, as well as their learning abilities in the language.
• In **semester 2**, students taking Chinese Language as MT will undergo the ‘Modular Approach’.
The Modular Approach

Charity               Grace                Humility

Bridging             Sch-based           Enrichment

During MT lessons:
HCL module in P2
(using HCL textbooks)

• **Invitation letters** will be issued end of the year.
• To take advantage of the learning momentum to maximise the students’ potential.
• Students with good overall result (Band 1) will be selected.
• Invitation to be *renewed yearly*.

*This is not a form of streaming*
# Examination Grading System

## Primary 1 – 4

<table>
<thead>
<tr>
<th>Band</th>
<th>Mark Range</th>
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<tbody>
<tr>
<td>1</td>
<td>85-100</td>
</tr>
<tr>
<td>2</td>
<td>70-84</td>
</tr>
<tr>
<td>3</td>
<td>50-69</td>
</tr>
<tr>
<td>4</td>
<td>Below 50</td>
</tr>
</tbody>
</table>
HCL module in P2
(using HCL textbooks)

- Students will be tested only on the core syllabus.
- End of P4, students are allowed to opt for HCL / HML / HTL in P5 (formal Higher Mother Tongue curriculum)
Thank You

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