A vibrant classroom scene featuring a central chalkboard with a wooden frame. The chalkboard is decorated with white chalk drawings: a musical note, a paint palette, a ruler, a flask, and a mathematical expression $\sqrt{x \cdot y}$. The text on the board is written in a white, chalk-like font. Above the board, a string of colorful triangular bunting flags in shades of yellow, orange, and red hangs across the top. On either side of the board, wooden desks hold various school supplies. On the left, there are two books (one red, one yellow) and a white eraser. On the right, there is a pencil holder with an orange pencil, a ruler, and two more books (one yellow, one red).

Primary 1 Mother Tongue Languages



Department Vision

Every student an engaged
and effective communicator of
the Mother Tongue language.

Department MISSION

- To develop students' linguistic abilities through the joy of learning Mother Tongue languages.
- To nurture students' appreciation of the beauty of their traditions and culture.

P1 Learning OUTCOMES

Skills	Learning Outcomes
Listening	1. Listen attentively to short, simple spoken content related to daily life .
Speaking and spoken interaction	2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. 3. Ask and / or respond to simple questions related to daily life .

P1 Learning OUTCOMES

Skills	Learning Outcomes
Reading	<p>4. Recognise characters taught in P1. (CL)/ Recognise words taught in P1. (ML)/ Recognise letters and words taught in P1. (TL)</p> <p>5. Read aloud P1 texts with accuracy.</p> <p>6. Understand P1 texts and are able to identify some details with guidance.</p>
Writing	<p>7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML) Write words and simple phrases with guidance. (TL)</p>

Platforms for checking learning

LISTENING

- Picture Matching
- Listening Comprehension
- Understand instructions

SPEAKING

- Let Me Speak
- Experiential Learning
- Book Talk
- Engage in a Conversation

READING

- Reading aloud
- Character/ Word/ Letter Recognition
- Reading Comprehension
- Termly Unit Reviews

WRITING

- Write a sentence/ sentences on a picture
- Spelling
- Termly Unit Reviews

Department key programmes

Experiential Learning

- Create an authentic learning environment to make learning of MTLs come alive
- Acquire oral communication skills through fun and engaging authentic activities conducted during lessons

T1 第四课

我们喜欢做的事



ROLE PLAY

P1ML Term 1 – My Animal Mask



P1 TL Term 1 Lesson 4 – Making Photo Frame



T4: 我来说《好帮手》 第十六课

一年级第四学段体验学习

《好帮手》

姓名： 邓聪杰 班级： 1R 日期： 9月30日-11月1日

《我是家人的好帮手》



我会……，也会……。



《我来说》

我会说自己会做什么家务。	非常好	好	还不错	继续加油
	😊😊😊😊	😊😊😊	😊😊	😊

P1 ML Term 2 – My Favourite Game



P1 TL Term 2 Lesson 7 – Kite Making



Department key programmes

MTL Fortnight

- To nurture students to be proficient users of the MTLs and enrich their learning in school through fun activities
- To provide a platform to let students showcase their work



CL: Story Telling & Bookmark Making

MTL Fortnight



ML: Speech and Drama



TL: Speech and Drama

Department key programmes

Joy of Reading

- Silent Reading (Every Wed & Thur before flag raising)
- e-Books (CL) <https://www.ezhishi.net/contents/>
- Class Library
- Post Reading Activities
- Book Talk
- MTL SOAR

Post Reading Activities

Draw It Out (2)

我的阅读报告

姓名: 沈恩宇 班级: 1D
 书名: 见面 作者: eZishi

我看了书, 还学会下列词语:




请你把最喜欢的故事角色画出来



Write It Out (2)

Laporan Membaca

Nama: Marjanah Kelas: 1D
 Tajuk Buku: Lela dan Ummar Berhari Raya
 Penulis: Ummi Isa dan Nura J

Hari Raya Aidilfitri disambut
 Latar Pada 1 Syawal tahun
 Hijrah.

Masa Pagi Hari
Raya





Lela dan Ummi
Watak Ummar dan
Mama

Cerita ini mengajar saya ...
Tidak baik bergaduh di pagi
Raya. Kita harus bersalam-
salaman dan minta maaf.


Draw It Out (2)

என் வாசிப்பு அறிக்கை

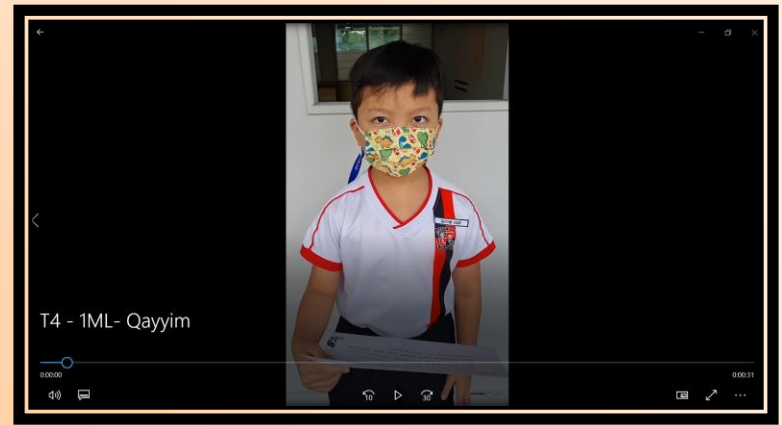
பெயர்: சுமரன் வகுப்பு: 1A
 நன்றி செய்து: சுமரன் தரவரிசை:
 என் கற்றுக்கொள்ளும் பெயர்/செய்த பெயர்:

இந்தக் கதைக்கு உட்கருப் பிடித்த படத்தினை வரையவும்



Post Reading Activities



Read a Book and Share their Favourite Character in the Story.

Department key programmes

Reading Support Programme

- Equip students with high frequency vocabulary and sentence structures through reading to develop their listening and speaking skills
- Conduct outside curriculum time for CL

HOW CAN Parents support child in learning

LISTENING & SPEAKING

- Increase the exposure time of using MTL at home
- Converse in MTL with child regularly
- Tap on physical and digital resources to learn
- Watch suitable TV programmes in MTL
- Listen to radio programmes

READING

- Revise the Chinese characters/ Malay & Tamil words taught
- Get your child to read aloud the P1 texts with you
- Use 5W+1H to strike a conversation with the child about the text read
- Read MT story books (Important)

WRITING

- Write card/ journal/ short notes

MTL ONLINE LEARNING RESOURCES

- 推广华语理事会

<https://www.mandarin.org.sg/en>

- 小学华文辅助读物推荐书目

<https://www.cpcll.sg/resources/reading-group>

- Malay Language
Malay Folklore stories app by MLLPC

- Tamil Language Learning Website

<http://www.noolagam.com/>




Teacher-parent partnership

**Make Mother Tongue a Living Language.
Create an environment for the child to apply
what he/she has learnt in daily life.**

Mr Wan Huaming (HOD/MTL)

Wan_Huaming@schools.gov.sg



$\sqrt{x \cdot y}$

%



THANK YOU

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