



SENGKANG GREEN
Primary School



Becoming a future-ready learner

ENHANCING READING LITERACY

A vibrant school with a culture of care and the spirit of excellence

P2 Parent Engagement Session
Academic Heads Sharing



“As our children move from Primary 1 to Primary 2,
how does learning begin to look different?

How do we support them to **become confident
thinkers and communicators?**”





Within the E21CC priority areas, our students need to develop...

Adaptive Thinking

- i. **confident** in situations in which they do not have established answers and **resilient** in the face of failure; and
- ii. able to respond to changing contexts **nimbly**

Inventive Thinking

- i. **curious** and **reflective** about what they learn, while being driven by a sense of purpose; and
- ii. cognitively **flexible** in approaching problem-solving

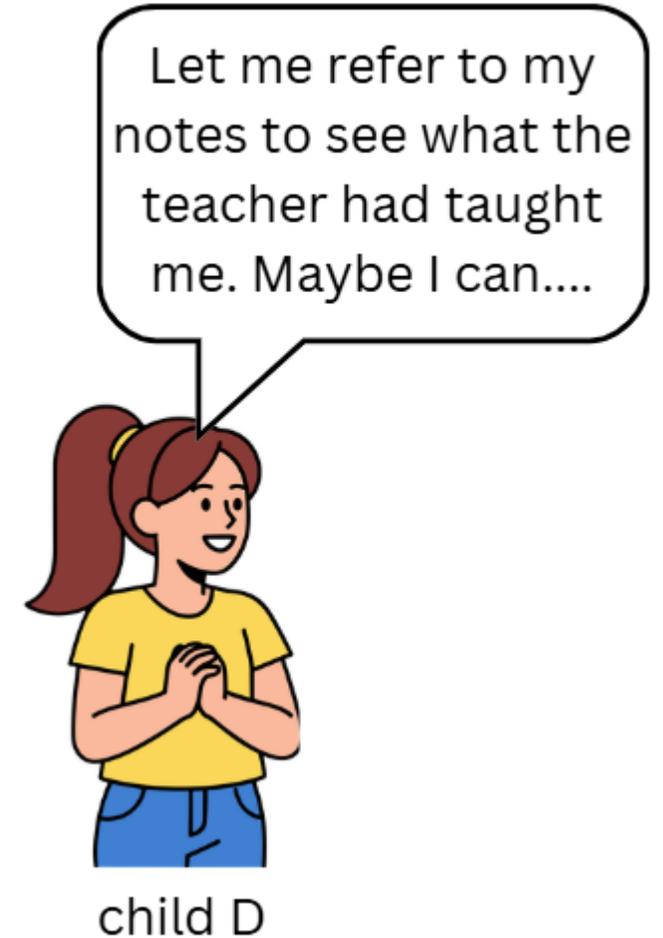
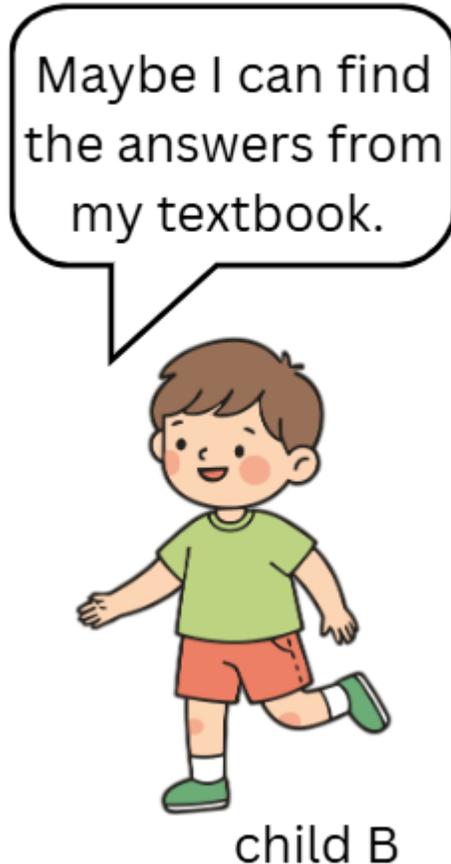
Civic Literacy

- i. **willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining grounded in the Singapore context; and
- ii. **discerning** enough to critically assess information that they encounter online and evaluate societal issues

Communication

- i. **courageous** and spontaneous in voicing new ideas and able to persuade others; and
- ii. **open-minded** and **empathetic** so that they can communicate and collaborate across different cultures

When learning becomes more challenging,





Let's try a few P2 Questions!

Primary 2

At this stage, children are still **building the foundations of reading**. The focus is on helping them **recognise words, read fluently and make meaning** from simple text.



Reading Literacy



Annotations

Who? Where? What happened? How?

Students are empowered to deepen their reading comprehension using a range of symbols.

Reading Literacy



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UNIT 1: CHICKEN RICE

Date: 12 January 2025 Reading Comprehension LS 1

We Are Learning To (WALT):

1. identify the correct sequence of events in a story.

Lucy's Favourite Food

1. Lucy's favourite food is fried chicken. She likes it because it is very tasty and crispy.

2. Every Saturday, Lucy's father cooks for the family. He always cooks Lucy's favourite food. Lucy likes to eat fried chicken with chilli. She likes spicy food. She says, "Spicy fried chicken is yummy!"

3. Lucy's father also likes fried chicken but he does not like spicy food. One Saturday, he took a bite of a piece of fried chicken. He did not know that it had some chilli sauce. He quickly drank a big cup of water after that. He told Lucy that the chilli was too spicy!

4. Lucy's best friend, Samy, does not eat fried chicken. You see, Samy is a vegetarian. He does not eat meat or fish. His favourite food is spinach with diced chilli.

1. Circle the characters (who). <u>Lucy</u>	4. Underline and bracket the problem (what). ()
2. Box the setting and the time (where and when). []	5. Underline and bracket the solution. []
3. Draw squiggly line below words that I do not understand. ~~~~~	6. Draw double-headed arrows for pronoun referents. ↔

4

Annotations

Students learn to:

- notice details
- connect ideas across sentences
- Show their thinking when they are reading a text and talk about it.

**E21CC:
Critical Thinking**

**E21CC:
Communication**



Why this matters

Besides shifting students from **“learning to read”** to **“reading to learn”**, annotation helps students become:

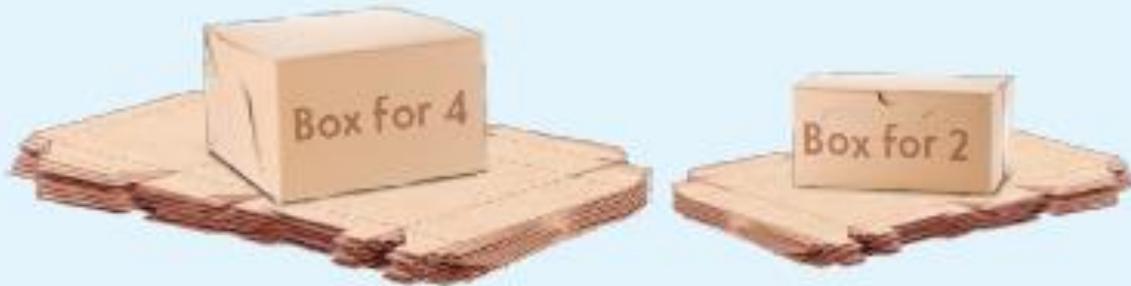
- **thinking readers**
- **independent learners**

These are essential skills for **learning and life beyond school.**



Primary 2A Textbook Question

- 1 How many boxes are needed to pack all the buns?



Multiplication and Division

$27 > 23 + \square$
What could the missing number be?

Numbers to 1000

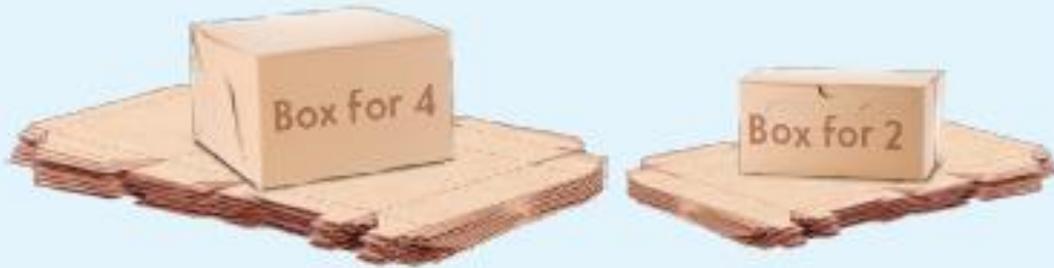


Look at these two questions.

Did you notice that both questions allow for more than one possible answer?

Primary 2A Textbook Question

- 1 How many boxes are needed to pack all the buns?



Ask the following questions

- How can I group the 12 buns using boxes for 4 and boxes for 2?
- How many boxes for 4 and how many boxes for 2 do I need?

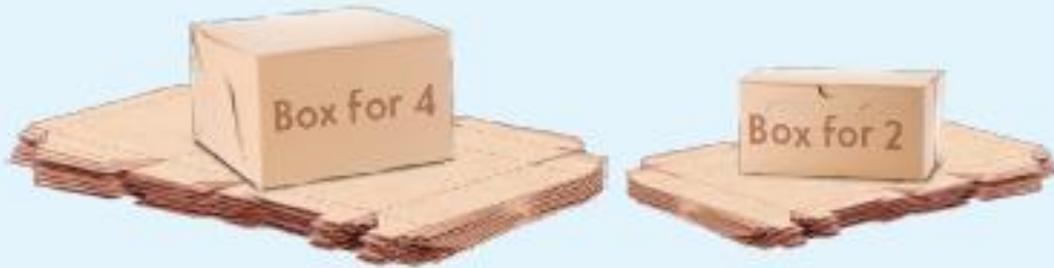
They make decisions and justify their reasons on how the packing is done.

Critical Thinking



Primary 2A Textbook Question

1 How many boxes are needed to pack all the buns?



Possible options for packing:

- 3 boxes for 4
- 2 boxes for 4 and 2 boxes for 2
- 1 box for 4 and 4 boxes for 2
- 6 boxes for 2

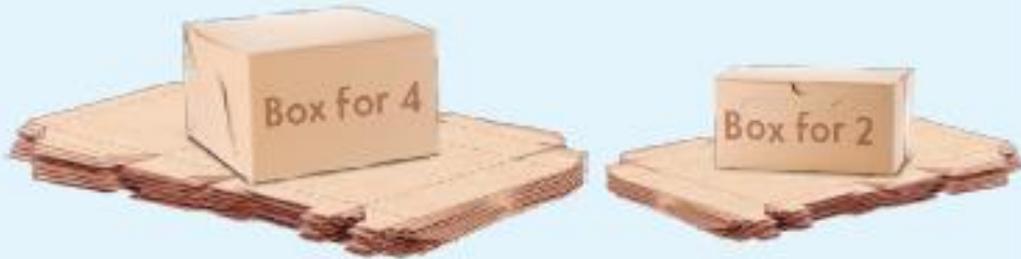
When students discover different ways to pack all the buns,

Inventive Thinking in Action



Primary 2A Textbook Question

1 How many boxes are needed to pack all the buns?



Real world experience

- A student may choose **6 boxes for 2** instead of using boxes for 4 and justify the choice by explaining that the buns are bought as gifts for 6 people.
- Demonstration of **Adaptive Thinking** when they adjust their packing strategy to suit real-life situations.



How Parents Can Support Today's Maths Learning?

Ask thinking questions (not just answers)

Instead of:

- What is the answer?

Say:

- How did you get it?
- Can you show me another way to get it?

Use everyday activities to reinforce Maths learning

- sharing food (Multiplication and Division)
- shopping (money, comparing numbers)
- cooking (Measurement , Fractions)
- schedules (Time)





Communication Skills

- Students learnt to observe the nuances and communicate effectively with their friends using the appropriate sentences and vocabulary.
- **Responds with purpose and clarity**
 - Content organisation
 - Appropriate use of language for different audience



Primary 2 CL Textbook Practices on Oracy Skill

生活运用

Xué xiào kāi fàng rì dào le, dài dà jiā cān guān
 学校 开放日 到了, 带 大家 参观
 yí xià nǐ de xiào yuán ba.
 一 下 你 的 校 园 吧。

Wǒ ài wǒ de xué xiào, wǒ xǐ huan
 我 爱 我 的 学 校, 我 喜 欢
 xiàng bié rén jiè shào tā.
 向 别 人 介 绍 它。



我来说 Zhè shì wǒ zuò de……
 这 是 我 做 的……

Zhè shì wǒ zuò de……
 这 是 我 做 的……

Wǒ xiān……, zài……, rán hòu……, zuì hòu……
 我 先……, 再……, 然 后……, 最 后……

Wǒ de…… jiù zuò hǎo le.
 我 的…… 就 做 好 了。



Adaptive Thinking

- Students **connect the text to their own lives** and learn to **adapt the language** for different contexts.



Bahagian 3: Rajinnya Robot!

Pelajaran 1

Saya boleh berbual tentang cara robot boleh membantu kita. (5.1.1)

Baca dan bualkan.



Ayah mahu robot yang boleh menggosok pakaian.

Robot akan menggosok pakaian dengan cepat!

Betul, Umar. Robot boleh membantu kita!

Apabila pulang nanti, saya mahu membuat robot saya sendiri!

Linez Buku Aktif

Unit 3 Oh, Robot! 47



21cc

Kecekapan Abad Ke-21
Kolaborasi - 3.1

Melakukan tugas membuat robot dan melengkapkan ayat untuk menerangkan robot yang dihasilkan secara berkumpulan.

Students learn to effectively communicate and exchange creative ideas about their robots.

Communication

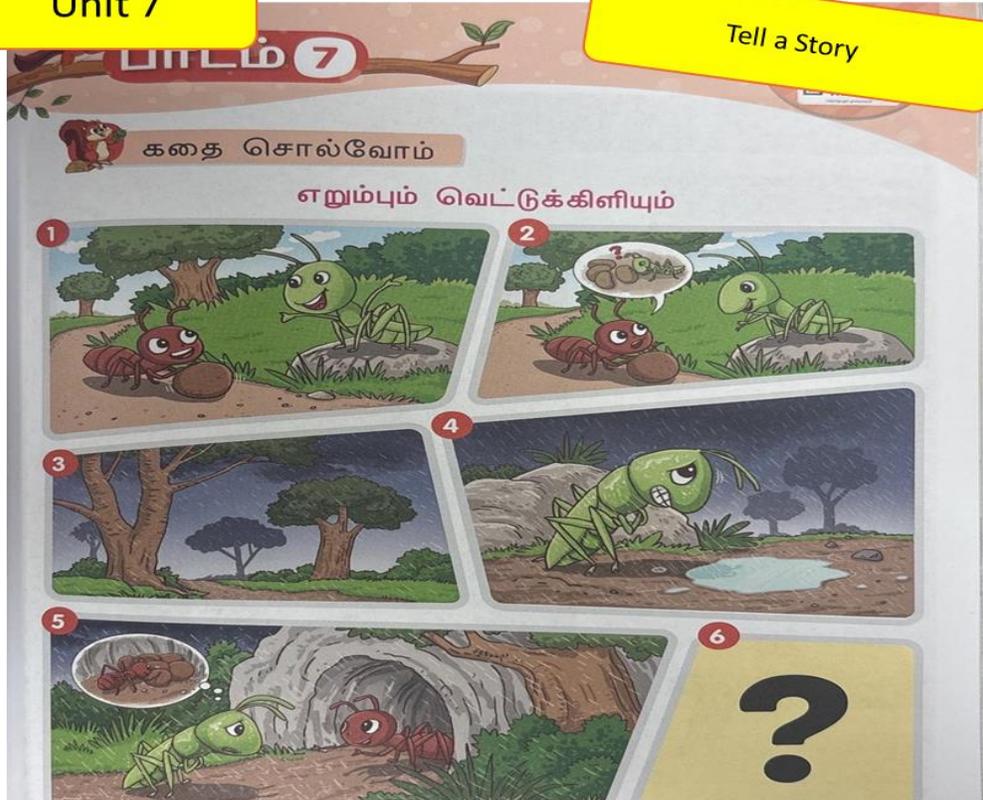
Inventive Thinking





Unit 7

Tell a Story



Critical Thinking

Students will observe the ant and discuss what it is doing, where it is bringing the food, and whether ants look for food only when they are hungry.

Unit 4

Big Book Reading

தொடக்கப்பள்ளித் தமிழ்ப் பாடநூல் வரிசை

மீன்கள் தூங்குமா?



Adaptive Thinking

Students will observe and compare animals' sleeping positions and share ideas on why good sleep habits are important.



நமிதா மற்றொரு திரையைச் செய்ய நவீனுக்கு உதவினாள்.

இதில் ஒட்டுவதற்கு மெல்லிய தாள் இல்லையே! என்ன செய்வது?



புதிய பொருள்களை உருவாக்கலாம்.



Inventive Thinking

How can you help Naveen and Nameetha? Their puppet show screen is torn. What creative ideas and household items can you use to fix it? Which item would work best? Why do you think so?

How Parents Can Support MTL Learning?

Use everyday activities to reinforce MTL learning

- Shopping (Reading signages and labels in MTL languages)
- Mealtimes (Conversation with children using MTL languages)
- Set aside reading time every day to read MTL books (Storybooks, comics, magazines)





**Your child's growth comes from being
active learners, not passive receivers.**



When learning becomes more challenging, what can parents do to help?



Provide Emotional Support and Psychological Safety

- Listen without immediately correcting or judging.



Strengthen Learning Habits

- Help children break large tasks into smaller steps.
- Encourage self-monitoring: checking work, reflecting on mistakes.



Support Learning

- Ask guiding questions instead of giving answers.
- Use real-life contexts to reinforce concepts.



Partner with Teachers

- Communicate
- Reinforce strategies used in school for consistency.





How to foster Adaptive Thinking?

Examples:

Promote flexibility:

Let your child to decide and try different ways to solving challenges.

Share your experiences:

Share stories when you had to adapt and overcome challenges.



Building Relationships Page 22

Supporting Your Child in Overcoming Challenges

While facing setbacks can be difficult, remind your child that experiencing difficulties and challenges are opportunities for them to learn and grow.

Tips

- 1 Provide your child with opportunities to make decisions, solve problems, discover their strengths and build self-confidence.
- 2 Guide your child to break challenges into smaller chunks, and come up with steps they can take to address these challenges.
- 3 When discussing the challenges that your child is facing in their lives, build their resilience by:
 - Acknowledging what they are feeling about their challenges;
 - Guiding them to think about ways to use their strengths to overcome challenges;
 - Encouraging them to reflect on their current strengths and uncover new ones.
- 4 Share stories where you or others overcame and grew from past challenges.

Sample Conversations

1 I heard that the kids' gym has a new obstacle course. Shall we go there this Saturday?

I don't know. I'm scared that I will fall like I did at the playground today.

I know it can be scary to try something new, but I will be with you the whole time. 2 Do you remember what Coach Jenny taught you about stopping yourself from falling when you first started gymnastics?

She said I should hold onto the hand rails and look straight ahead.

3 Try that. 4 What else do you think will help?

Actually, I've been practising my balance during gymnastics, so I just have to stay calm and focused.

4 That sounds like a good plan. You know, I get scared when I try new things too. There was once I tried a rope obstacle course and I fell. It was painful, but I kept trying and eventually mastered it.

Parenting for Wellness Toolbox





Celebrating Your Child's Efforts and Successes



Celebrating your child's efforts and successes helps to reinforce good behaviours. In fact, celebrating and praising efforts are generally more effective ways to encourage lasting behavioural changes, compared to punishment.

Things You Can Do

Celebrate your child's efforts, successes and the experiences gained along the way regardless of the final outcomes.

For younger children:

- 1 Ask your child to write down positive things that they have done or achieved (e.g. being chosen to be a group leader, doing housework, helping a friend out) on a board at home to recognise achievements. Ask them to update the board regularly.

For older children:

- 1 Make a conscious effort to celebrate their milestones and achievements (e.g. graduating from secondary school, finding a part time job).
- 2 Ask how they would like to celebrate and involve them in planning the celebration.
- 3 Discuss with your child and agree on extrinsic rewards.
 - Examples of extrinsic rewards include: more independence (e.g. later curfew), gifts, engaging in meaningful activities (e.g. classes that they are interested in).
- 4 Remember to focus on intrinsic rewards as well by asking them to share their sense of meaning or accomplishment.

Things You Can Say

- 1 Be specific in praising your child's efforts whenever they do something good.

You were angry just now, but you managed to calm yourself down. That was very mature of you.
- 2 Tell your child that you are proud of them, e.g. how they had tried their best in overcoming an obstacle.

I can see how hard you had tried and I'm really proud of you!

- Avoid comparing your child with other children as that may lower your child's morale and make them less eager to give their best effort.
- Avoid overpraising them or overpromising rewards, to prevent excessive reliance on extrinsic rewards

Parenting for Wellness Toolbox

How to foster Inventive Thinking?

Examples:

Celebrate efforts, successes and failures:

Celebrate the experiences gained along the way regardless of the final outcomes.

Allow mistakes to be part of their learning process.

THANK YOU

