



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

PRIMARY FOUR
PARENT ENGAGEMENT SESSION
23 JANUARY 2026





马到成功



<https://www.vecteezy.com>



MCCY Facebook, 30 Dec 2025

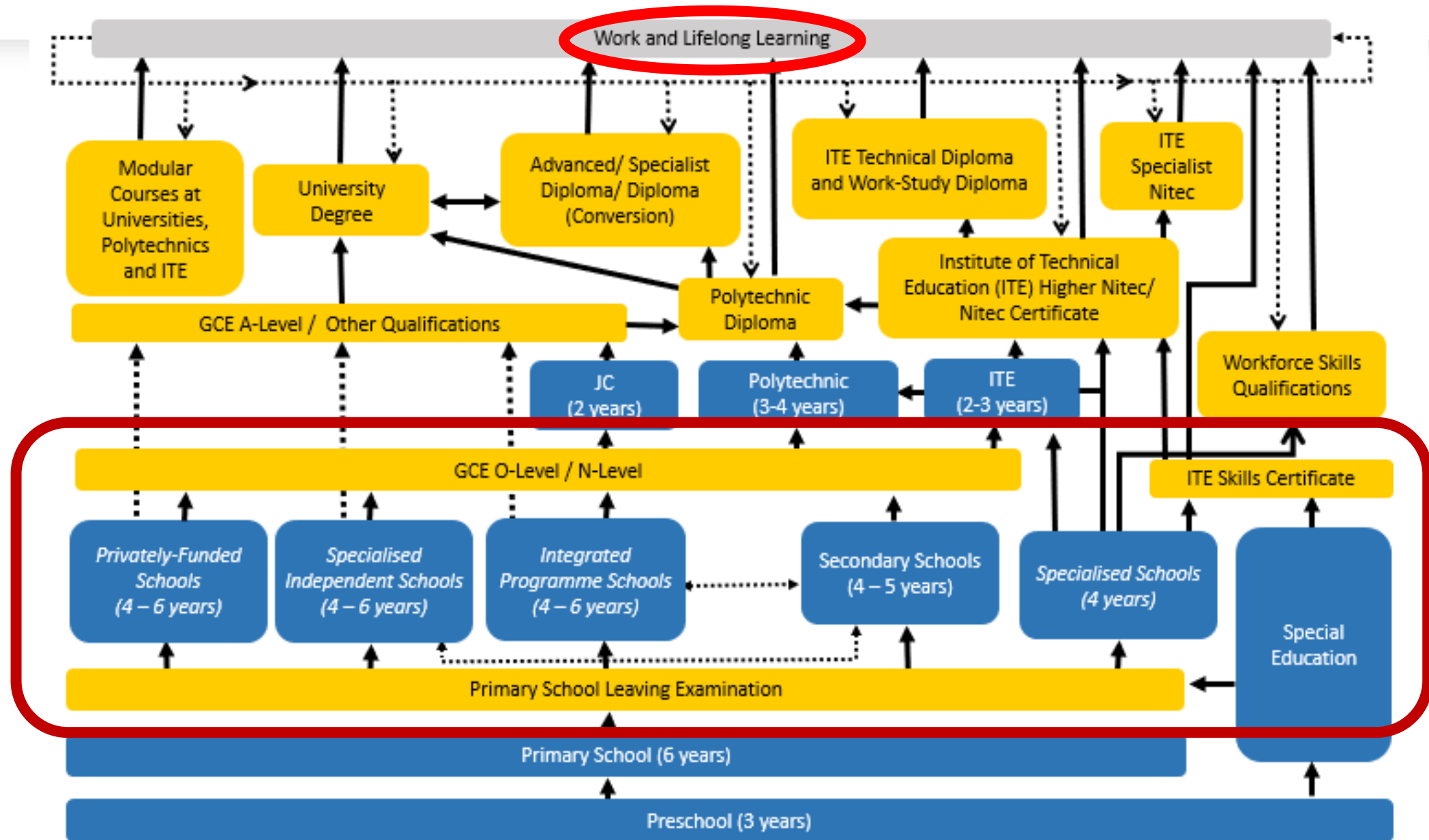




OBJECTIVES

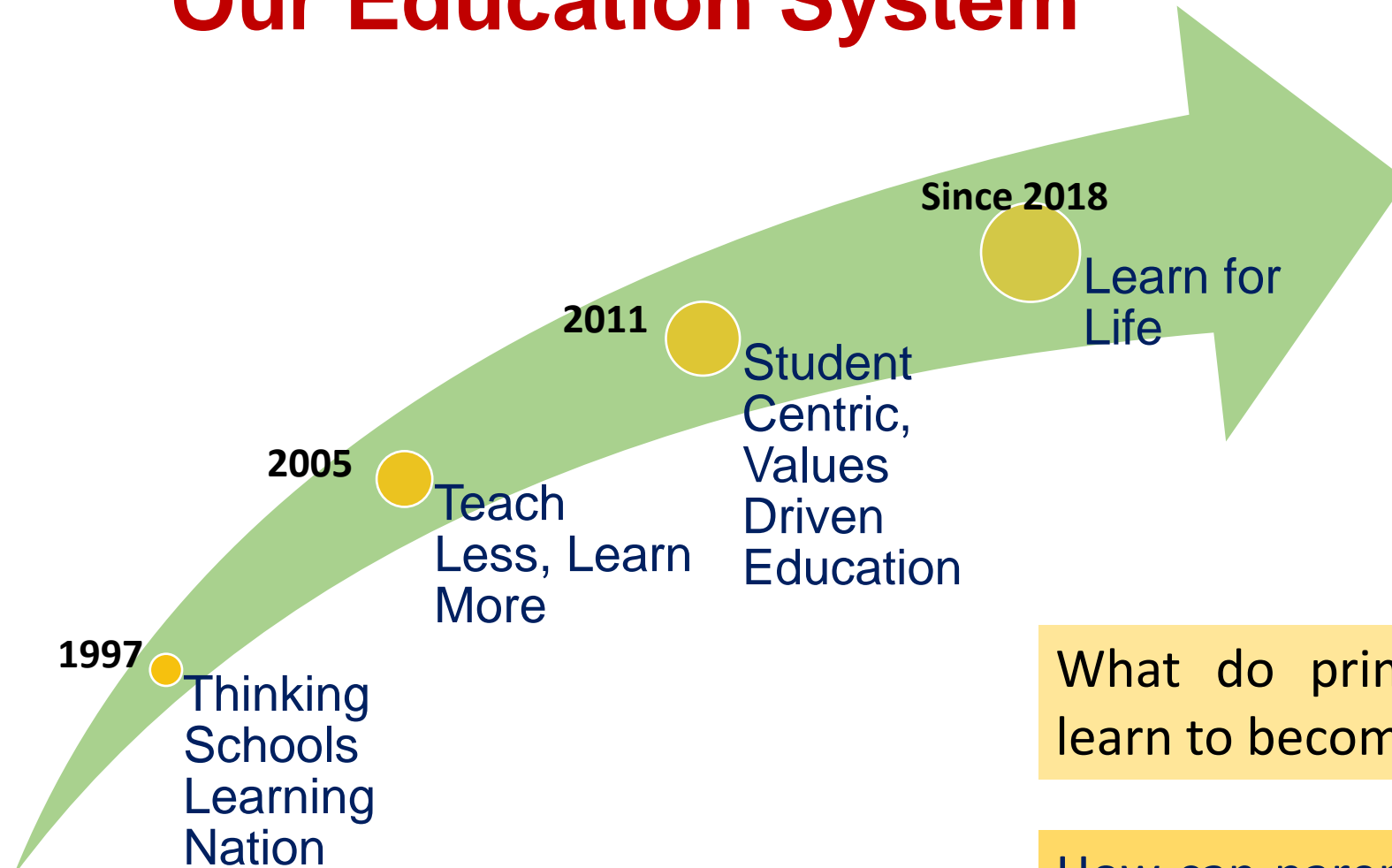
- Share on the shifts in education and school theme for 2026
- Provide more information about how learning takes place for P4 students
- Augmenting School-Home Partnership

Educational Pathways Today that Starts with Pre-School Education





Our Education System



If we view education as a **lifelong journey**, we will need to take a long-term view of the decisions we make in educating our students

What do primary school students need to learn to become effective lifelong learners?

How can parents work alongside the school to nurture the lifelong learners in our students?



WHAT DO OUR CHILDREN NEED TO THRIVE IN THE FUTURE?



STRONG FOUNDATION

For example:

- Literacy (Bilingualism)
- Numeracy
- Social-emotional core (passion, interest, self-agency)



21ST CENTURY COMPETENCIES

For example:

- Adaptive thinking
- Inventive thinking
- Civic Literacy
- Communication



VALUES

For example:

- Resilience (mindset & beliefs)
- Adaptability
- **Sengkang Green's** ICAR²E Values



School Vision

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

School Mission

To nurture **healthy** and **happy** individuals
with strength of **character**, ready to
serve, ready for the **future**

of excellence



Integrity

Care

Active Teamwork


Respect & Responsibility

Excellence

Values
ICAR²E



Our school themes have been carefully selected to develop the character of each SKGian, guided by the school's vision, mission and values



Harmonising
Towards
Excellence

2018

Develop
Yourself
Holistically

Learning –
A Lifelong
Passion

2019

Develop Mindsets
and Attitudes,
Learn Habits and
Skills that help you
to learn for life

Be The
Best
that I
Can Be

2020

Know yourself,
Manage yourself,
Exercise Personal
Leadership,
Develop Self
Agency

Be The
Best
that We
Can Be

2021

Learn how to
make friends,
accept that others
can be different
from us, learn with
others

We Are
Ready to
Serve

2022
(Primary 1)

Learn and practise
empathy, be kind
and encouraging in
thoughts, words and
acts, help others in
need, and put
others before .

Becoming
a Future-
Ready
learner

2023 and
beyond



Education Post-Covid: To Augment Future-Readiness of SKGians

2024 Theme: **Primary 2**

“Becoming a Future-Ready Learner – **Promoting Holistic Health**”

2025 Theme: **Primary 3**

“Becoming a Future-Ready Learner – **Learning With Technology**”

2026 Theme: **Primary 4**

“Becoming a Future-Ready Learner – **Enhancing Reading Literacy**”

2027 Theme: **Primary 5**

“Becoming a Future-Ready Learner – **Developing Eco-Stewardship**”

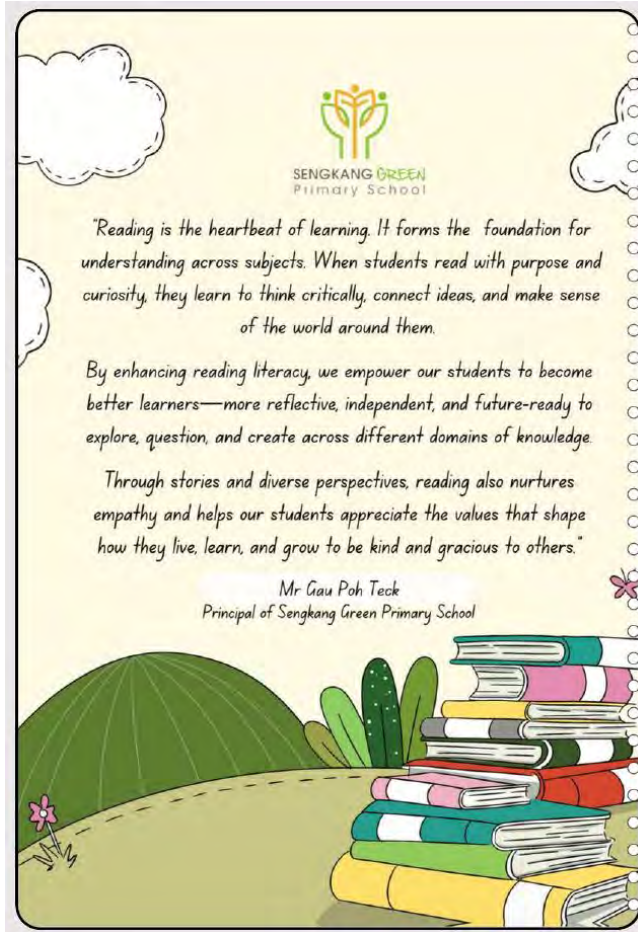


What is Reading Literacy?

The ability to understand, use, evaluate, and engage with various texts (print & digital) for personal goals, learning, and societal participation, going beyond decoding words to include critical thinking, analysis, and constructing meaning in a complex, information-rich world.

A foundational skill for lifelong learning, encompassing comprehension, cultural understanding, and the ability to navigate different media, making it crucial for academic success and everyday life.

School Theme 2026



Reading is the heartbeat of learning.

It forms the ***foundation of learning across subjects***. When students read with purpose and curiosity, they learn to think critically, connect ideas, and make sense of the world around them.

By enhancing reading literacy, ***we empower our students to become better learners*** - more reflective, independent, and future-ready to explore, question, and create across different domains of knowledge.

Through stories and diverse perspectives, reading also ***nurtures empathy and helps our students appreciate the values*** that shape how they live, learn and grow to be kind and gracious to others.



Babies with too much screen time may become anxious teens with slower decision-making: Singapore study

Sign up now: Get ST's newsletters delivered to your inbox



Researchers at A*STAR's IHPD said this study explains why limiting screen time in the first two years is crucial.
PHOTO: ST FILE

But all is not lost – parent-child activities like reading can counteract brain changes

A Singapore study links high screen time for children below age two to **slower decision-making** and **increased anxiety** in their teenage years due to altered brain development.

Parents **reading** to children at age three can reduce the negative effects of screen time on the brain, emphasising the importance of parental engagement.

MOH recommends screen time guidelines, with experts suggesting responsible use with parental involvement and less stimulating content





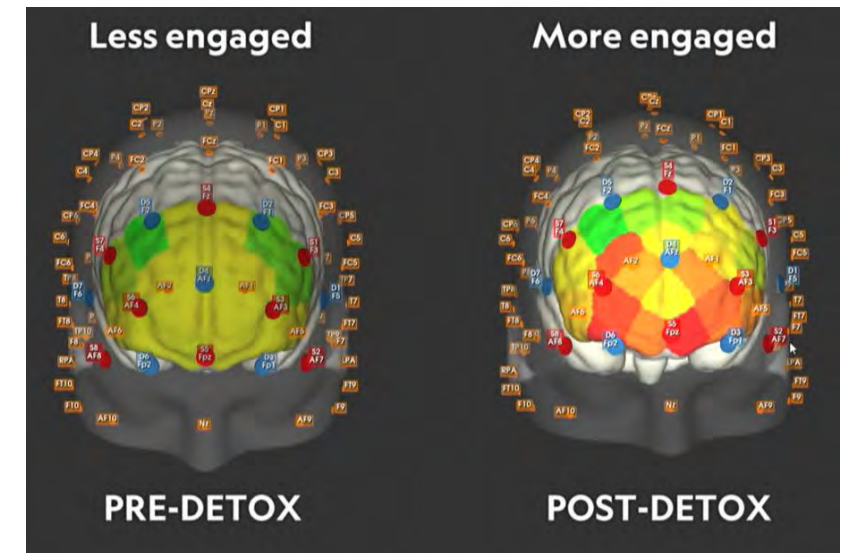
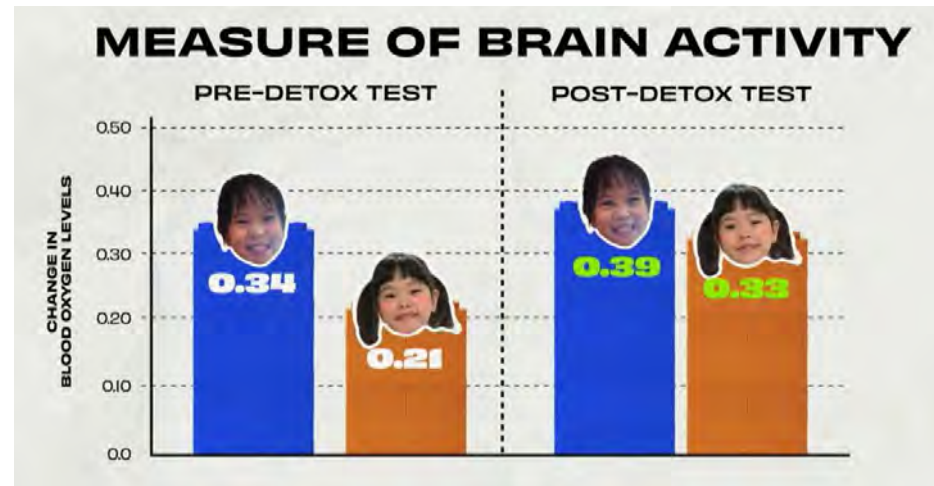
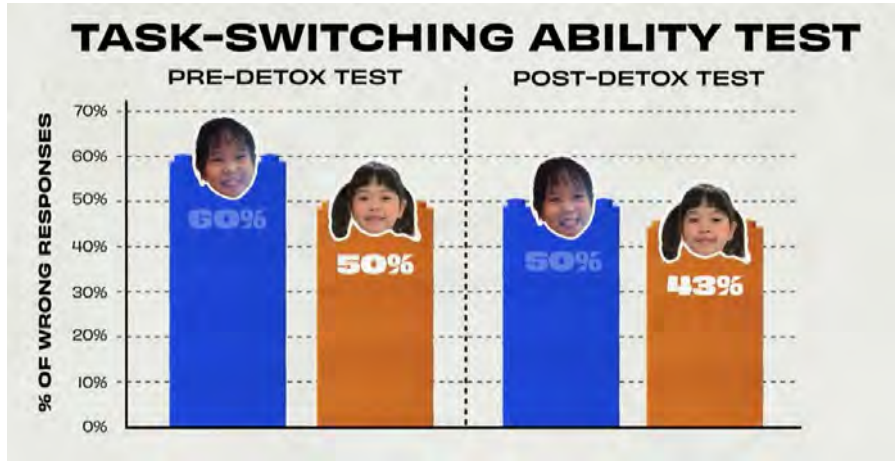
Talking Point | 20 Jan 2026

What Happens When Device-Hooked Preschoolers Go On A 3-Week Screen Detox?

for.edu.sg/screendetox



<https://for.edu.sg/screendetox>



How do we build future readiness through learning with technology?

Cyber Wellness:

- Responsible digital citizenship.
- Managing screen time and balancing online and offline activities.

Partnership with Stakeholders:

- Support of parents in guiding children to use technology wisely and constructively at home.

Call to Action

- Encourage a collective effort from students, parents, teachers, and stakeholders.

Don't shield students from screens, but
teach them to use devices purposefully:
Chan Chun Sing



Despite potential dangers, students should not be prevented from using devices, but be taught how to use them purposefully. ST PHOTO: JASON DUAH

“It’s a bit like discovering fire... Fire can be both good and bad. If you don’t know how to use it, you burn down everything. Use it properly, and you can use it to cook and generate electricity”

Education Minister Chan Chun Sing

A local research effort in child development, called Growing Up In Singapore Towards Healthy Outcomes, showed detrimental cognitive impacts when children are exposed to screen time before the age of two.

In an interview with The Straits Times, Mr Chan said the study showed that unsupervised consumption of videos for more than two hours could result in a drop in IQ by the time a child turns seven years old.





Singapore

Guidelines on screen use to be rolled out in Singapore schools

"We've reached a critical point. We have enough evidence that prompts us to want to do something than to wait for more evidence to come up," says the Ministry of Health.



(From R to L) Health Minister Ong Ye Kung, Minister of State for Education and for Manpower Gan Siow Huang and Minister of State for Social and Family Development Sun Xueling speaking to a student at Temasek Primary School on Jan 21,...[see more](#)



Vanessa Lim

21 Jan 2025 03:00PM
(Updated: 06 Nov 2025 12:10P)



MOH's new screen time guidelines for kids under 12



Below 18 months



- **No screen time** (except for video calls)
- Do not leave screens on in the background

18 months to 6 years old



- Screen time: **Under 1 hour daily** outside school
- Watch media with kids when possible
- Do not use screens to occupy or distract children
- Choose age-appropriate educational content
- Do not leave screens on in the background
- **No screens during meals and before bedtime**

7 to 12 years old



- Screen time: **Under 2 hours daily**, except for schoolwork
- Avoid giving children mobile devices with unrestricted internet and app access
- Avoid giving children access to social media

Infographic: Clara Ho

Source: Ministry of Health, Jan 21, 2025



SENGKANG GREEN
Primary School

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



Mobile and Smart Device Policy


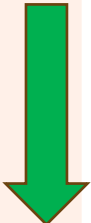
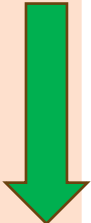
- Students are not allowed to bring mobile and smart electronic devices to school. For e.g. mobile phones, ipads and smart watches. This is to avoid distractions from lessons and the loss of such valuables.
- It is important to nurture students to be responsible and discerning users of technology.
- Students are to use the pay phones located near the canteen if they need to contact their parents during school hours or after school.
- Any parent with exceptional reason for his/her child to bring electronic devices to school, must seek the Principal's prior permission in writing.
- The permission of the Principal will be valid up to 31 Dec of the year and fresh permission has to be sought on a yearly basis.





Highly positive student outcomes

Percentage of Students Eligible for Secondary School Education (by Posting Groups)

| Stream | 2022 | 2023 | 2024 | 2025 | |
|--|---------------------------------------|------|------|------|---|
| Posting Group 3 (Including Posting Group 2 / 3) | 56.3 Express (including Exp/NA) | 56.7 | 62.4 | 65.2 |  |
| Posting Group 2 (Including Posting Group 1 / 2) | 21.9 N(A) (including NA/NT) | 22.7 | 20.2 | 20.2 |  |
| Posting Group 1 | 18.9 (NT) | 18.5 | 16.7 | 13.6 |  |

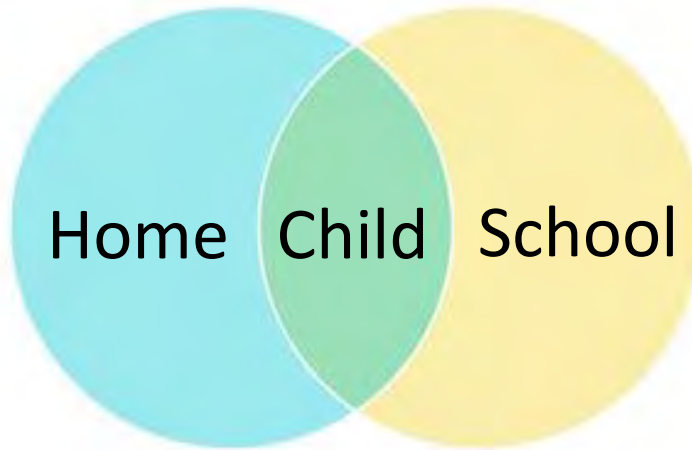
From P5 Student Survey in 2025

- | | |
|----|---|
| 1. | A higher percentage of students reported that the school develops them holistically as compared to 2023 and 2021 |
| 2. | A higher percentage of students reported that the school teaches them how to foster positive peer relationship as compared to 2023 and 2021. |



School-Home Partnership

Our common interest: the Best for the Child





School-Home Partnership

“The central feature of our partnership is how schools and parents can work hand-in-hand so that our children develop self-management skills, take responsibility as well as ownership of their learning, and build resilience. This partnership is most effective when founded on **mutual respect and trust.**”



Communication Platforms with Parents

Effective communication between parents and school is essential for your child's positive school experience and helps you stay connected with their daily activities. Children benefit greatly when parents and school work together to support their development.



Communication Channels

| | |
|---------------------------|--|
| Student Handbook | Write your feedback in your child's handbook and ask them to show it to their teachers. Teachers will acknowledge your message after reading it. |
| Email | Form teachers will provide their email addresses at the start of the year. They will respond to your emails within three working days. |
| Telephone | To speak to a teacher by phone, call the school main line at 63864255 during office hours. Provide your name, your child's name and class, and your contact number to the receptionist. As teachers will be teaching during curriculum time, they can only return your call after lessons. |
| In-person meetings | If you need to meet your child's teacher, please arrange an appointment. Meetings are scheduled after curriculum hours to allow teachers to focus on their teaching duties. |



Communication Channels

| | |
|----------------------------|--|
| School Website | <p>Check the school website regularly for important updates, including the School Calendar. The Semester 1 schedule will be available on Friday, 9 January 2026, and the Semester 2 schedule on Monday, 2 February 2026.</p> <p>The Principal's Message for 2026 was uploaded on 31 December 2025.</p> |
| Parent Gateway (PG) | <p>PG is our main digital communication platform where we share notifications about school events and programmes. Check your PG regularly for notifications and updates.</p> |



Engagement Charter

Role Modeling:

Let us strive to communicate graciously and respectfully.

Duty of Care:

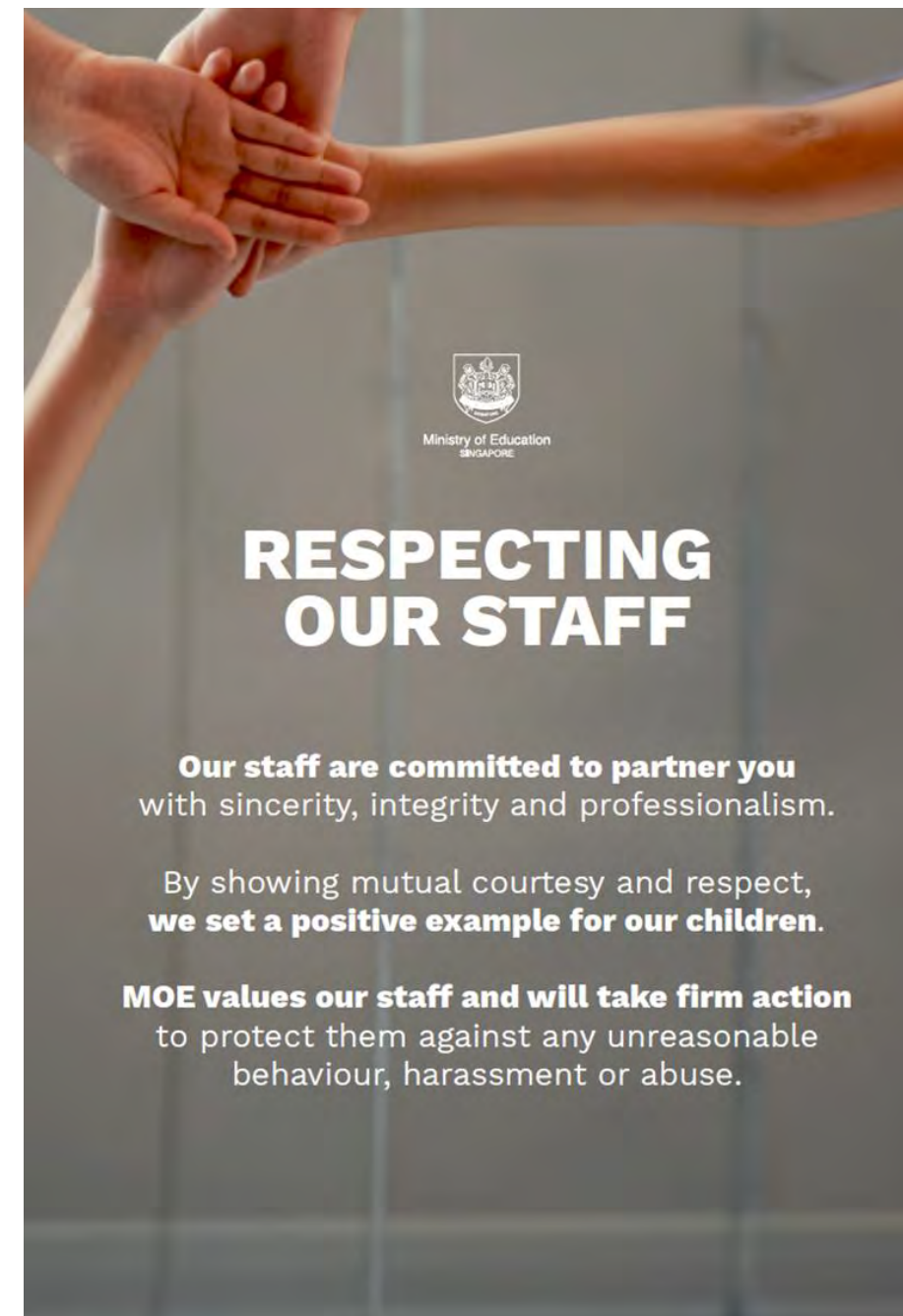
The school is committed to protecting the well-being of its teachers and staff.

Safe Environment:

We are dedicated to preventing intimidating or threatening behaviours in any form.

Engagement Policy:

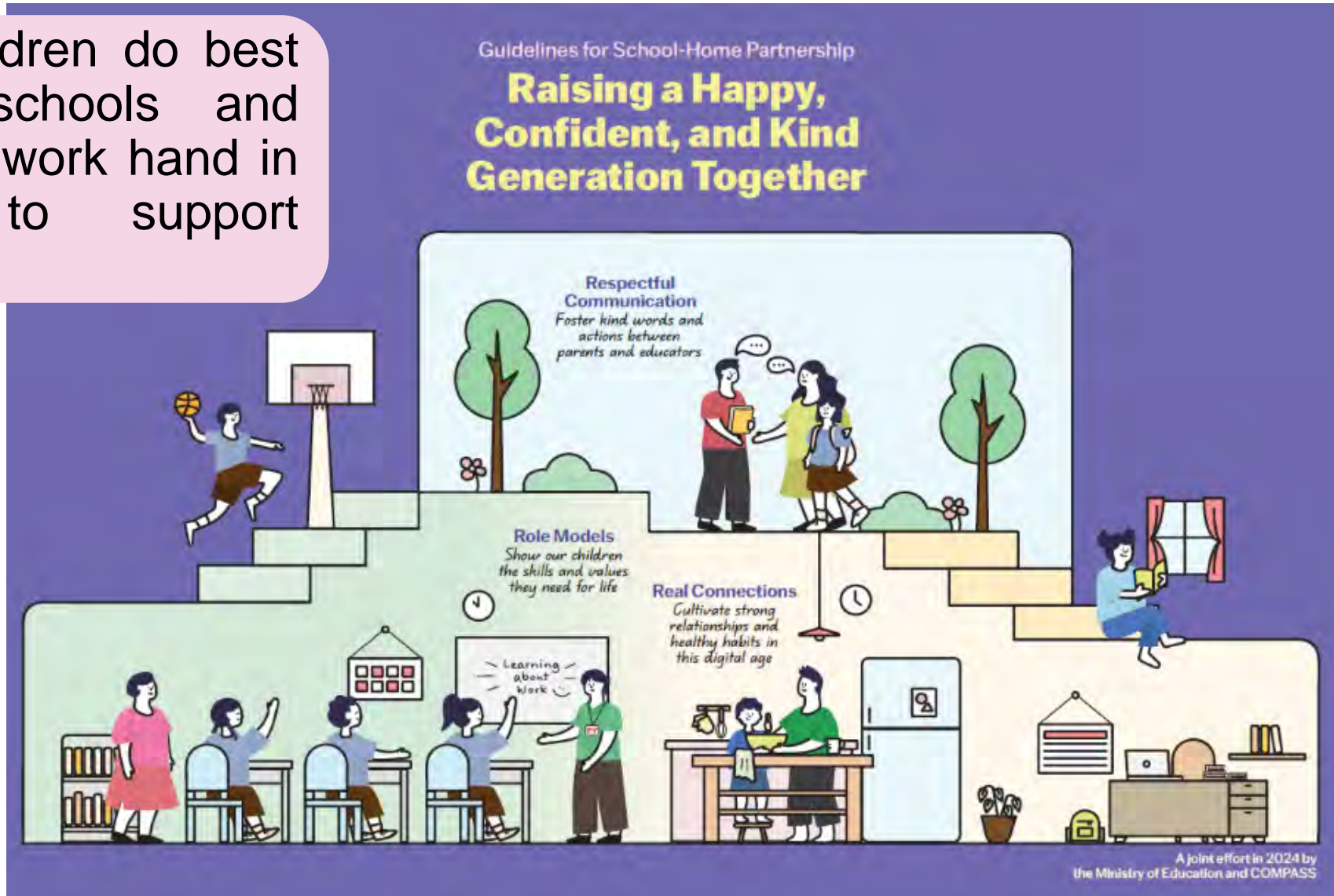
Please note that the school reserves the right to limit engagement with parents in circumstances of inappropriate communication.



School - Home Partnership



Our children do best when schools and parents work hand in hand to support them.





YEAR HEAD'S TIME





image from: <https://www.skullbasedisease.org/support>



Transition to Primary 4

- Higher academic demands
- Relationship with peers
- Personal Physiological changes





Students need to:

- Stay **confident** in the face of challenges
- Be disciplined and **stay focused** over a longer time span
- Develop **social emotional competencies** to deal with the challenges
- Develop a **Growth Mindset**
- Being a responsible digital citizen (**cyber wellness**)



SKGIAN LEARNING DISPOSITIONS

Becoming a future-ready learner
ENHANCING READING LITERACY



Sense of Curiosity



Knowledge of the World



Grit



Inventiveness



Appreciation



eNgage ment

Our SKGIAN Learning Dispositions

At Sengkang Green, every SKGian grows with these dispositions:

- S** **Sense of Curiosity** (Icon: Magnifying glass)
Ask questions, explore new ideas and never stop learning.
- K** **Knowledge of the World** (Icon: Globe)
Learn about people, cultures and the environment around us.
- G** **Grit** (Icon: Person climbing a mountain)
Persevere and stay strong even when things get tough, and embrace mistakes as part of learning.
- I** **Inventiveness** (Icon: Lightbulb in a box)
Be creative, try new ways of solving problems, and think out of the box.
- A** **Appreciation** (Icon: Envelope with hearts)
Show respect and be grateful to people, nature and given opportunities.
- N** **eNgage ment** (Icon: Group of people holding hands)
Be motivated and self-directed, participate actively and give your best in everything you do.

Learning dispositions are positive behaviours and attitudes which are important to promote the joy of lifelong learning.



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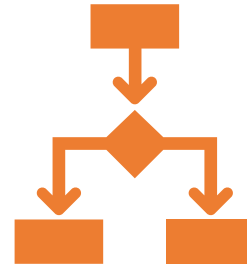


DEVELOPING IN 3 KEY AREAS

Confident Lifelong Learners



Relationship



Choices



Growth Mindset





CARING AND ENABLING SCHOOL



**SCHOOL-WIDE /
COHORT-BASED**



CLASS-BASED



**SCHOOL-HOME
PARTNERSHIP**





HOLISTIC EDUCATION

Built on several domains that ensure a student is ready for life, not just exams:

Cognitive

**Social &
Emotional**

**Character
& Moral**

Physical

Aesthetic





SCHOOL WIDE INITIATIVES



**Positive school
experience**



**Holistic
education**



**Students' interests,
strengths, needs**





ACADEMIC SUPPORT

| Programme | Timeline |
|---|----------------|
| School-based Dyslexia Remediation & Reading Remediation Programme | Semester 1 & 2 |
| English, Mathematics & Science Remediation | Semester 2 |



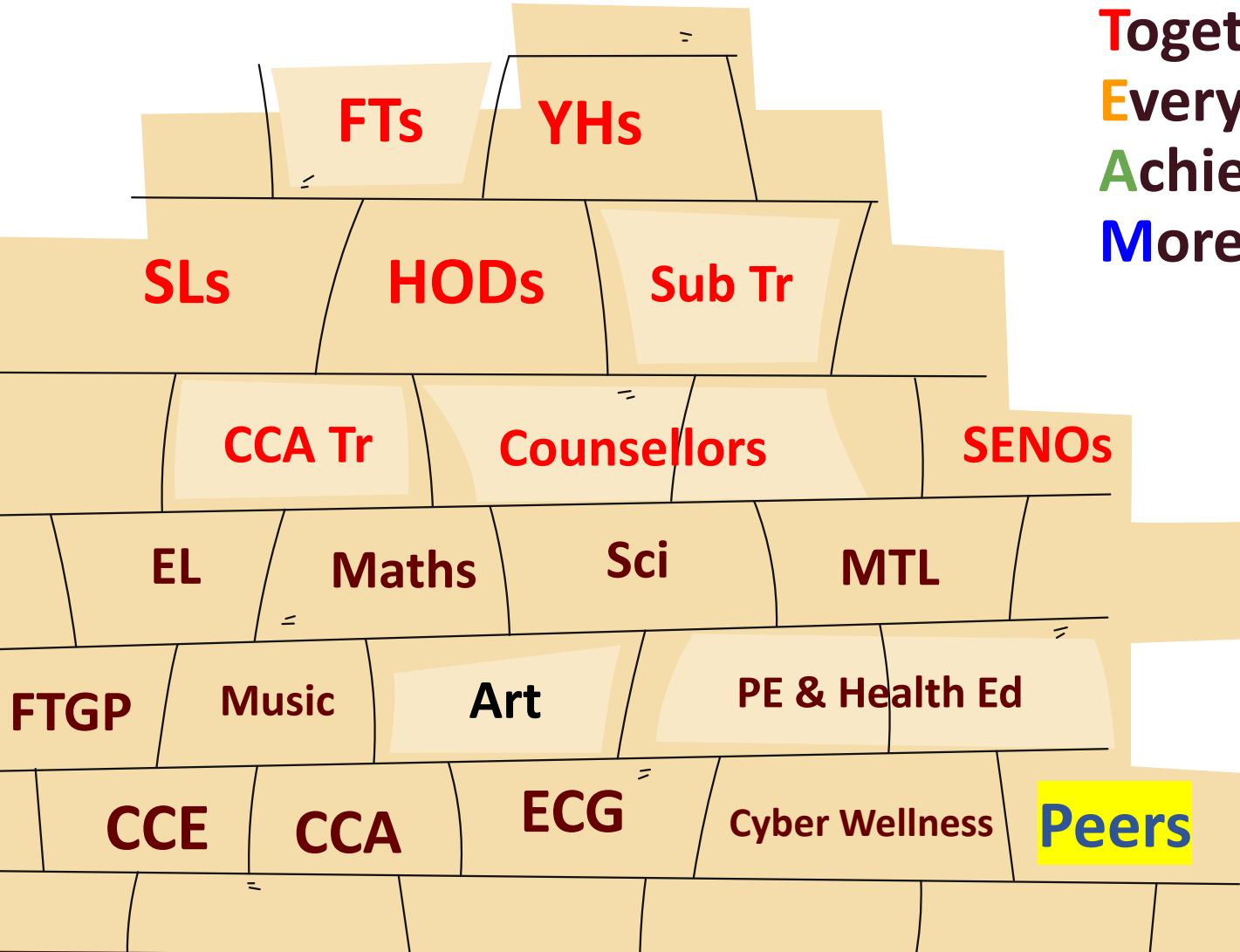


Morning Assembly with Form Teachers





WELL BEING AND MOTIVATIONAL SUPPORT



Together
Every SKGian
Achieves
More holistically

Strength of
Character

Ready to
serve

Ready for
the future





Well-being and Emotional Support

Care Team

- Form Teachers
- Subject Teachers
- School-based Counsellors
- Student Development Team (inclusive of YH & SLs)

Peer Support Structure

- Every student a peer supporter



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



Cohort Talk



Character and Citizenship Education (CCE)



TEACH

EMBED

LIVE

CCE @ SENGKANG GREEN PRIMARY SCHOOL

Customised Curriculum

CCE Lessons
Values Based Assembly
FTGP and Heart to Heart Interaction
Social Studies and Inquiry-based Learning Journey

Signature Programmes

National Education; 4 NE Commemorative Events
Values in Action
Education and Career Guidance
Sexuality Education
CCE Heartbeats



P4 Key Programmes

Internationalisation Programme to Hanoi (Vietnam) & Chiang Mai (Thailand)

- Deepen students' **21st CC global awareness and cross cultural skills and sensitivities**
- strengthen students' **commitment and rootedness to Singapore**
- Provide students with opportunities to **practice school values**

- Hanoi (Vietnam) :
1– 6 February 2026
- Chiang Mai (Thailand) :
16– 21 May 2026

PARTNERING PARENTS

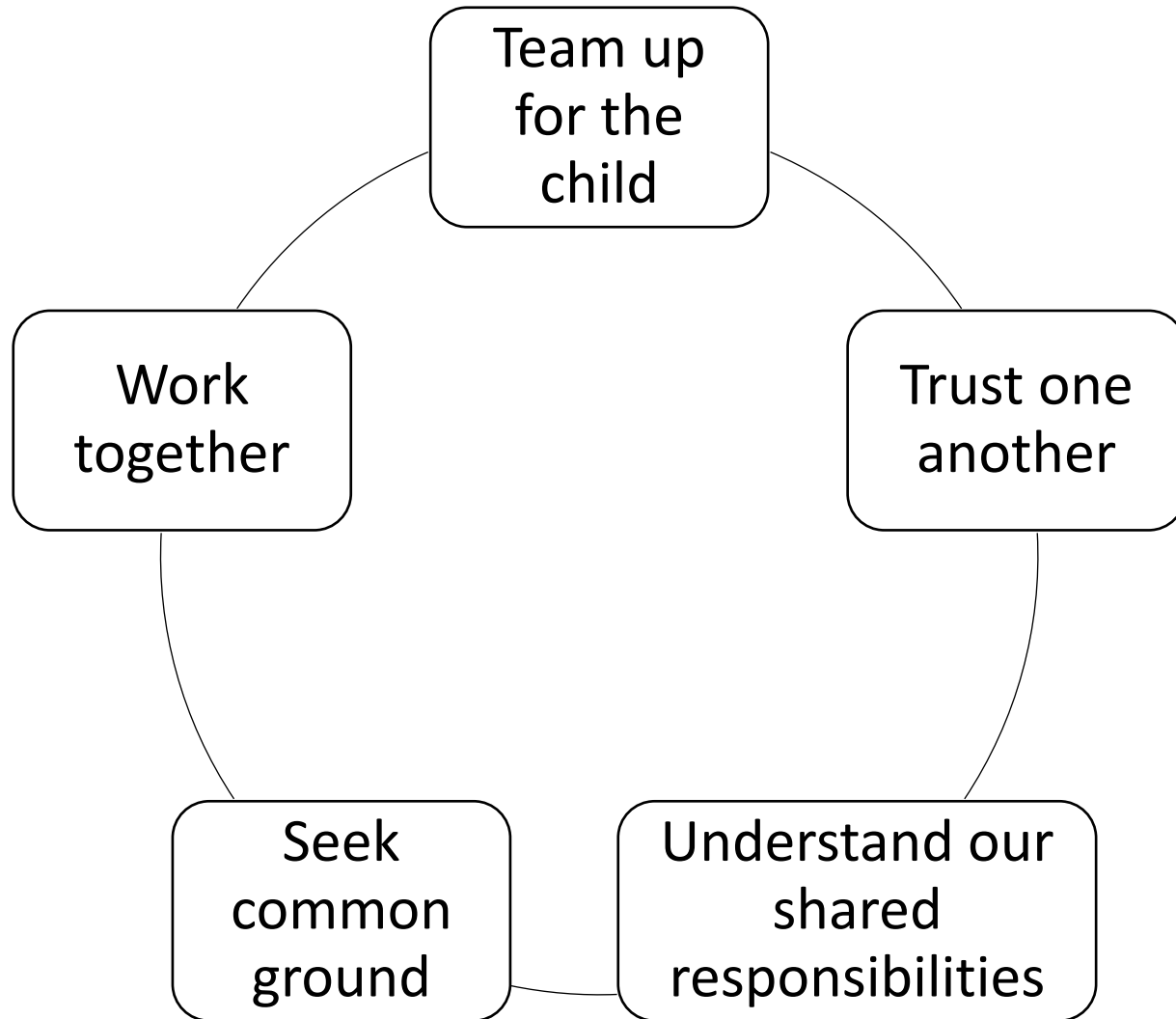
in holistic development of our students

Regular Communication with parents

Student Handbook, Email, Telephone Calls, Parent Gateway, Letters of notification, School Calendar (school website)

| Sessions | DATE/PERIOD |
|---|---------------------------|
| P4 Parent Engagement Session | 23 January 2026 |
| Parent-Child-Teacher Conference (For selected students) | 12 - 13 March 2026 |
| Parent-Child-Teacher Conference (For all students) | 28 – 29 May 2026 |
| Parent-Child-Teacher Conference (For all students) | 19 – 20 Nov 2026 |





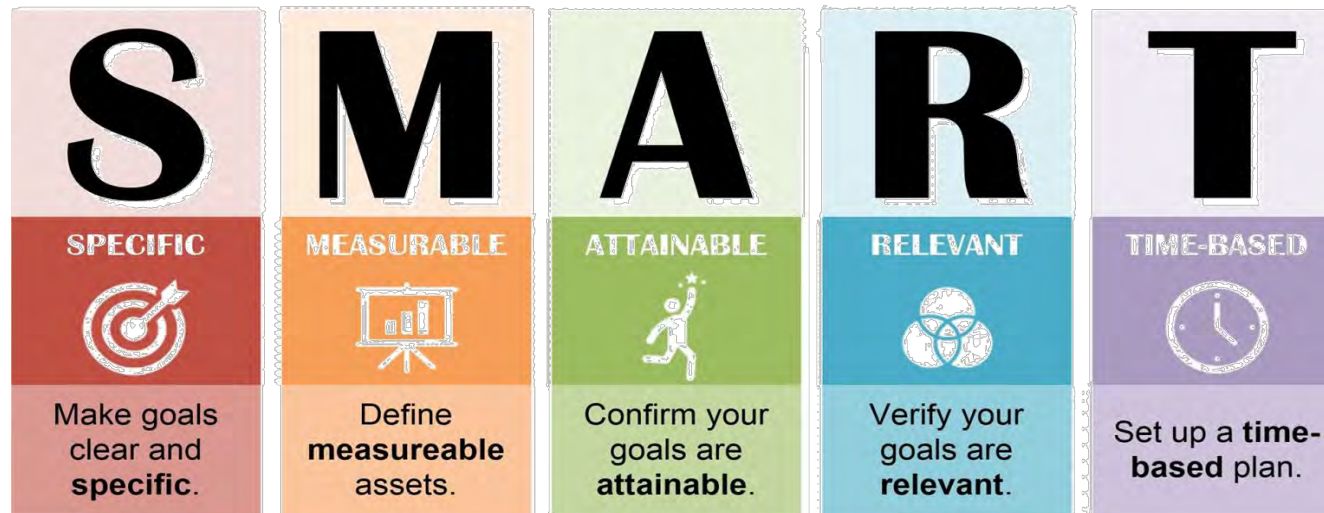
Our Common interest : Your child, Our student

Let's support one another jointly
as we **support and encourage** our
children in primary school education.

Using the SKGian Handbook as a Resource

Pg 42

Continue conversation on target setting with your child at home.



CLASS VISION AND FOCUS

A class vision helps everyone in our class know what we want to become together. When we have a shared vision, we know what's important – like being kind, trying our best, and helping each other grow. It helps us stay focused, work as one team, and make our classroom a happy and safe place to learn.

CLASS VISION AND FOCUS

Termly Focus

| | |
|----------------------|----------------------|
| Term 1 | Term 2 |
| | |
| Term 3 | Term 4 |
| | |

Remember!

Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world. – Joel A. Barker



Using the SKGian Handbook as a Resource

Pg 33

Motivate & guide your child in completing Grow Well Challenge

Grow Well Challenge

Let's grow stronger together — one healthy habit at a time! Join the challenges and track your progress daily. Each challenge focuses on one key to feeling your best: Eat Well, Sleep Well, Exercise Well, Learn Well and Bond Well.

Eat the Rainbow Challenge
 - Eat at least 2 servings of fruits and vegetables each day.
 - Try to eat a rainbow — different colors give you different nutrients!

| Day | Fruits/Vegetables I ate today | 2 servings of fruits ✓ | 2 servings of vegetables ✓ |
|------|-------------------------------|------------------------|----------------------------|
| Mon | | | |
| Tue | | | |
| Wed | | | |
| Thur | | | |
| Fri | | | |
| Sat | | | |
| Sun | | | |

ZZZZ... Quest
 - Sleep at least 9 hours each night for one full week.
 - Power down your devices 1 hour before bedtime!

| Day | Time I slept | Time I woke up | Hours slept | Did I manage 9 hours of sleep ✓ |
|------|--------------|----------------|-------------|---------------------------------|
| Mon | | | | |
| Tue | | | | |
| Wed | | | | |
| Thur | | | | |
| Fri | | | | |
| Sat | | | | |
| Sun | | | | |

60 minutes Mission
 - Get moving for at least 60 minutes a day — any kind of activity counts!
 - PE lessons, OGA sessions, try walking, dancing, cycling, skipping, or any of your favourite sport.

| Day | What I did (list activities) | | | Time spent (input time on activity 1, 2, 3) | | | 60 minutes or more ✓ |
|------|------------------------------|---|---|---|---|---|----------------------|
| Mon | 1 | 2 | 3 | 1 | 2 | 3 | |
| Tue | | | | | | | |
| Wed | | | | | | | |
| Thur | | | | | | | |
| Fri | | | | | | | |
| Sat | | | | | | | |
| Sun | | | | | | | |

Screen Smart Project
 - Keep screen time under 2 hours a day and take regular screen breaks.
 - Spend more time connecting face-to-face or enjoying offline hobbies!

| Day | Screen use (list activities) | | | Time spent (input time on activity 1, 2, 3) | | | Time spent on screen |
|------|------------------------------|---|---|---|---|---|----------------------|
| Mon | 1 | 2 | 3 | 1 | 2 | 3 | |
| Tue | | | | | | | |
| Wed | | | | | | | |
| Thur | | | | | | | |
| Fri | | | | | | | |
| Sat | | | | | | | |
| Sun | | | | | | | |

33

EARLY INTERVENTION IN FOUR KEY AREAS



Eat Well



Good nutrition can support growth and enhance overall health and development

Sleep Well



Healthy sleeping routines can improve concentration, mood and physical development

Learn Well



Engage in diverse learning experiences for holistic development

Exercise Well



Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem

An equally important area:

Bond Well

Cultivation of strong relationships within the family and social connections with friends. This supports and reinforces healthy lifestyles.





Using the SKGian Handbook as a Resource

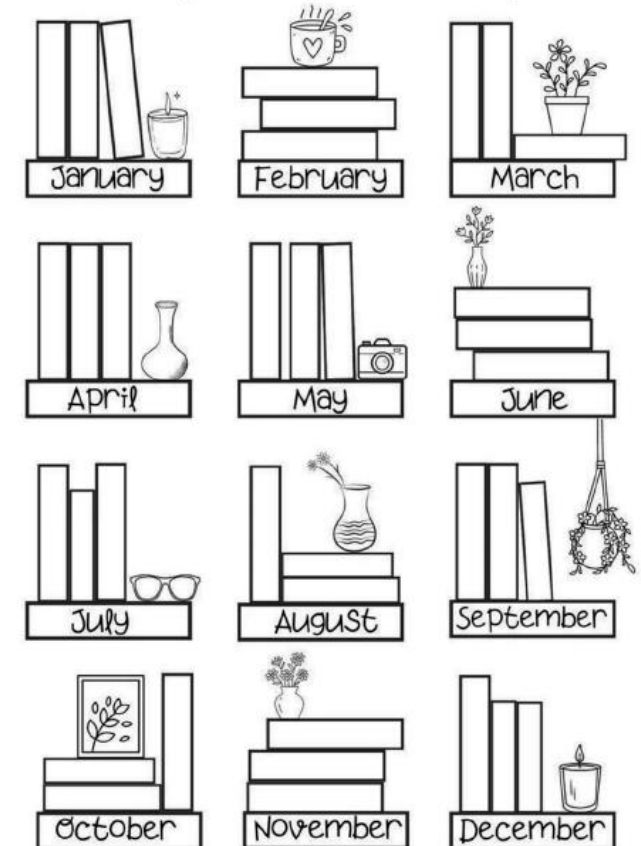
Pg 37

Bring your child to the library

Encourage your child to read 1 book each week

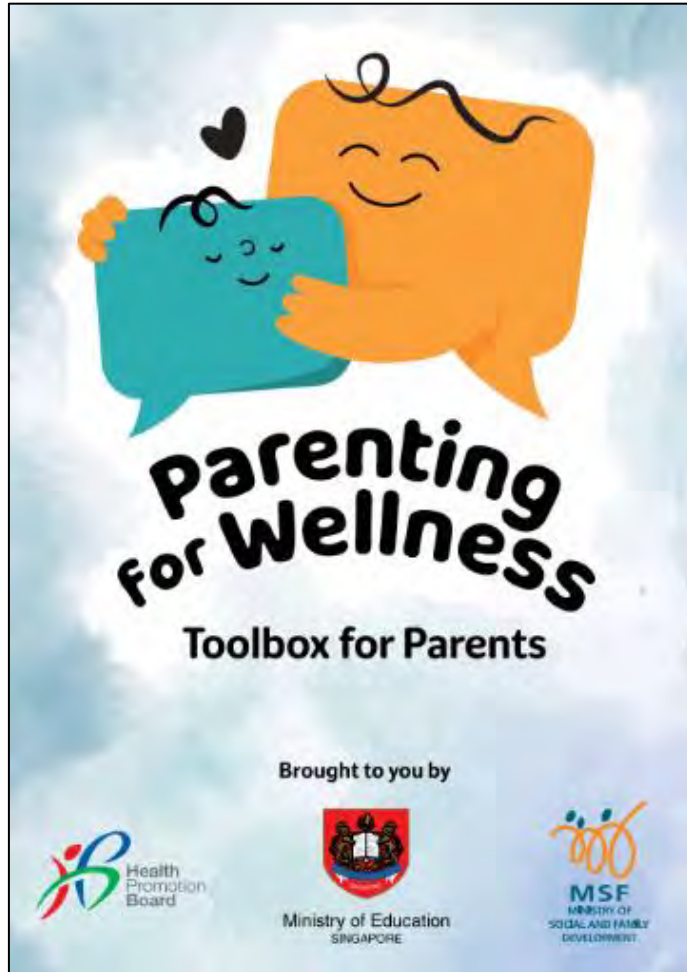
My Bookshelf

GOAL: I will read 1 book each week.
When you finish a book, colour one book on your bookshelf.
You may also write the book's title on the spine.





Latest Resource: Parenting for Wellness Toolbox



Comprises bite-sized practical tips and strategies for parents, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.

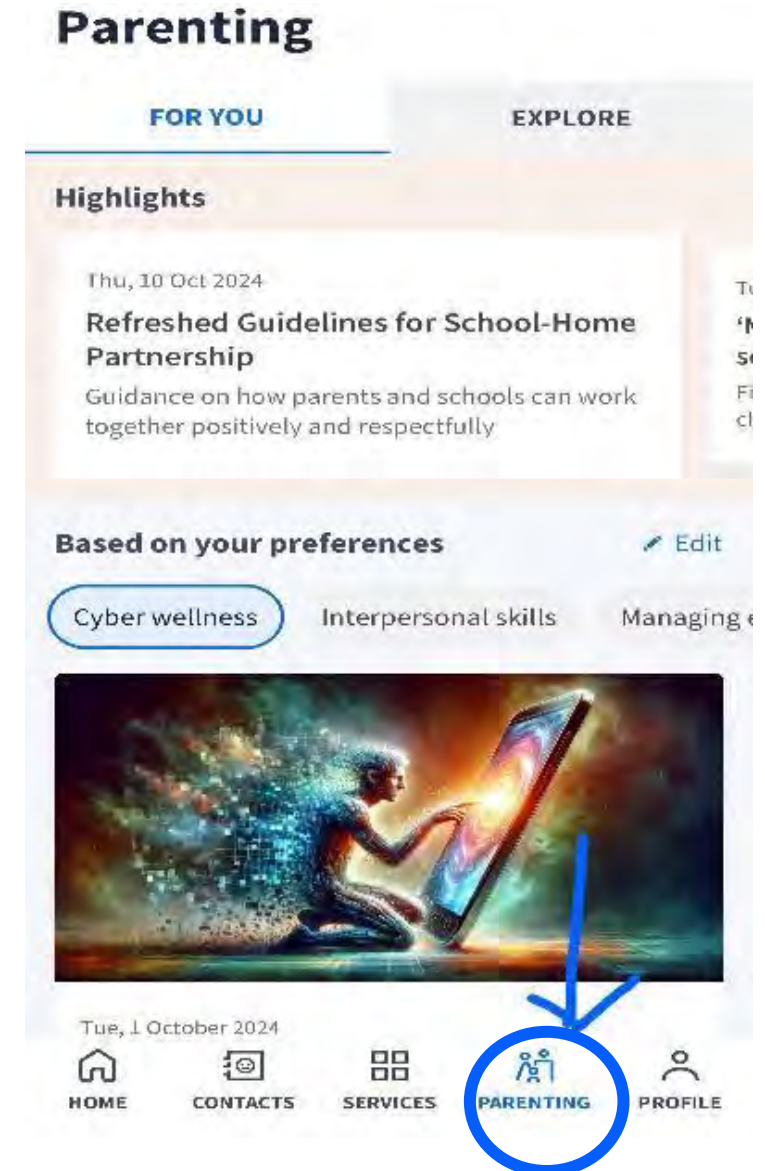




Check out Parenting Resources on Parents Gateway (PG)



Parents Gateway





P4 Subject-Based Banding

What is Subject-Based Banding (PRI)?

- Through Subject-based banding (SBB), students could take a **combination of subjects at the standard or foundation levels** depending on their strengths
- SBB is offered at P5 and P6.

Note: Enabling Lifelong Learning

Rationale for SBB

- Allows students to:
 - focus on and **stretch** their potential in the subjects that they are strong in
 - build up the fundamentals in the subjects that they needs more support in. (*The intent for SBB is not for offering softer options*)

The intent for SBB is not for offering softer options but to enable lifelong learning in students.

How does SBB work at P4?

Primary 4

Students sit for the school exams.

School recommends a subject combination based on their exam results at the end of the year.

Parents fill up an option form to indicate their child's preferred subject combination.



Primary 5

Students take their preferred subject combination

School assesses your child's ability to cope with the subjects at the end of the year.

Adjustments to the subject levels are made if needed.

Final Decision for your child's SBB will be made by the school.

Primary 6

Students take the subject combination decided by the school and sit for the Primary School Leaving Examination (PSLE).

Subject Combinations offered

| Subject Combination | Abbreviation |
|---|--------------|
| 4 Standard subjects | 4S |
| 4 Standard Subjects and 1 Higher Mother Tongue Language | 4S1H |
| 3 Standard Subjects and 1 Foundation Mathematics | 3S1F(MA) |
| 4 Foundation Subjects | 4F |





School Considerations and Criteria

- Performance at P4
- Past performance at P1-P3
- Recommendations by form and subject teachers

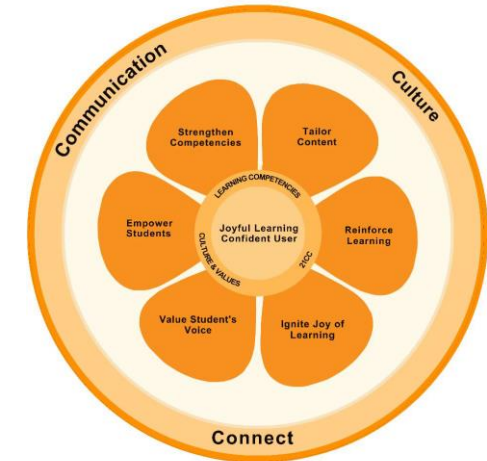
Taking subjects at the foundation level is not a disadvantage for your child. It will help them to build up the fundamentals for the subjects and better prepare them for progression to secondary school

Rationale of offering HMTL



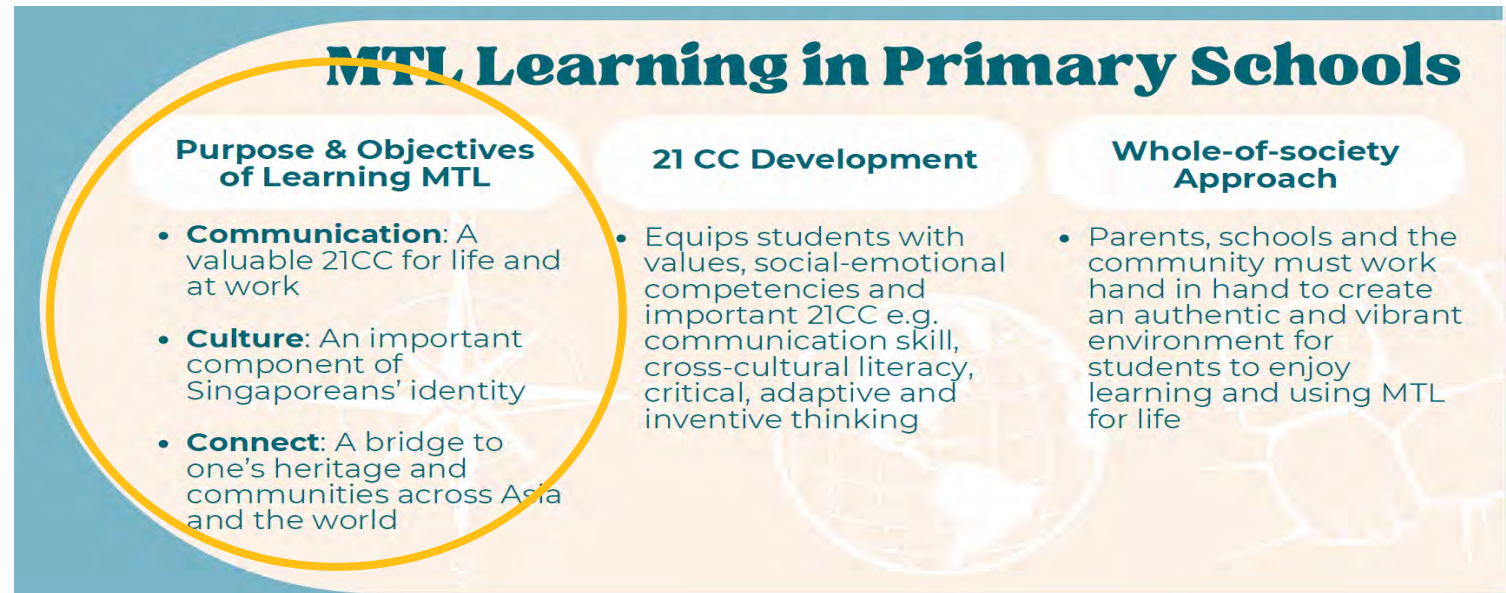
1. 3 Key Learning Outcomes of MTL Curriculum:

- Culture
- Communication
- Connect



2. Enhance learning of MTL and develop students' cultural literacy

2024 New Primary MTL Curriculum Framework

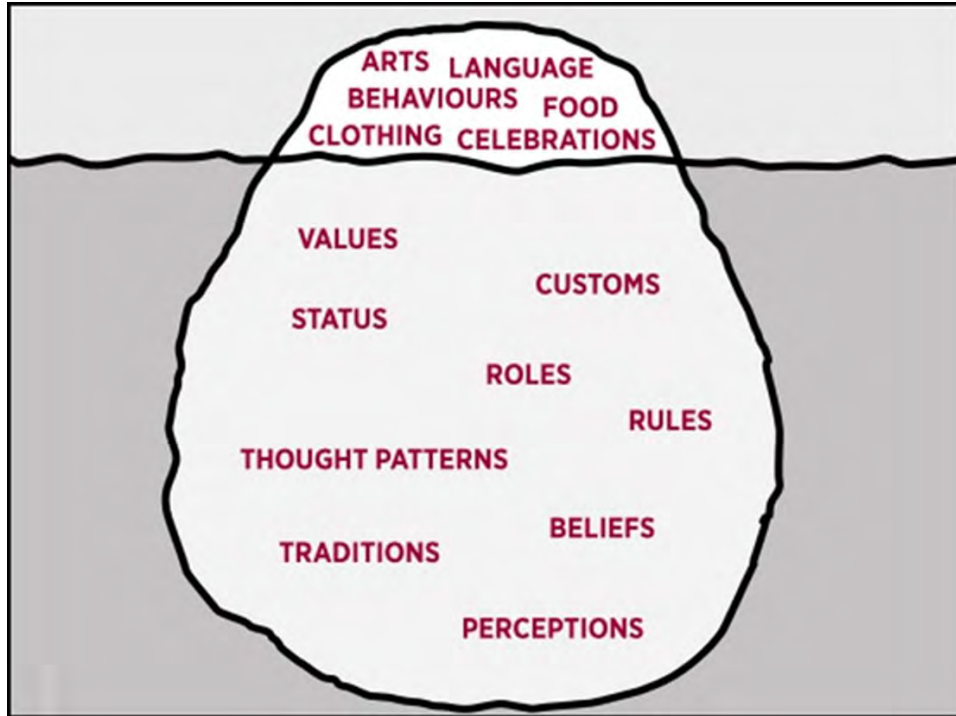


P4 HMTL VS P5&P6 HTML

| P4 HMTL | P5/P6 HMTL |
|-----------------------|--|
| Within MTL Class | Within MTL Class & additional 2 periods of MTL on Friday |
| Literary Appreciation | Literary Appreciation |
| Cultural Education | Cultural Education |
| No assessment | Higher Order Thinking & Writing Skills |
| | Additional assessment components |



Taking Higher MTL



Cultural Iceberg Image
Western Sydney University

Preskshan & K Kaur (2024) Cultural Literacy and Cognitive Skills- A Synergistic Approach to Education and Social Cohesion



1. Development of **Cultural Literacy**
 - Cultural Literacy is the ability to understand and participate fluently in each culture.
2. Studies shows **positive** correlation between cultural literacy and cognitive skills.
3. Enhanced MTL learning experience which will lead to **stronger language proficiency**
4. Offering of HMTL in sec schools

Consideration of offering HMTL

At Primary 5/6, Higher Mother Tongue Language (HMTL) are offered for students who showed **strong proficiency and interest in Mother Tongue Language (MTL) and culture.**

HMTL at Primary 5/6 is 2-year curriculum. Students are strongly encouraged **to complete the 2-year urriculum** to have a more comprehensive knowledge of the programme.



How are students allocated to P5 classes at the end of the year?

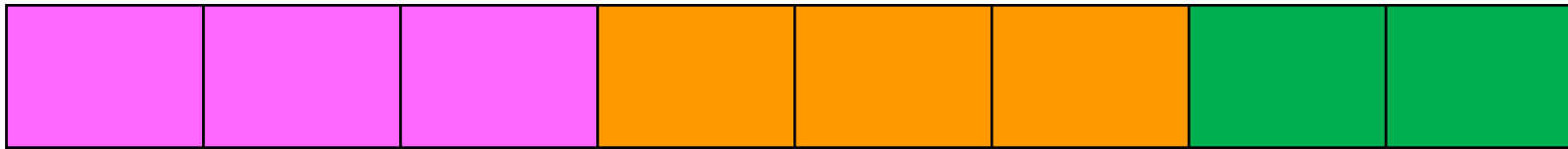


Diagram is only for illustration purpose, may not reflect actual situation



Achievement Levels at P5 and P6

Assessment and Scoring System in Primary Schools

(P1 to P2)

Based on learning
outcomes

P3 to P4

4 Broad Bands
(Band 1 to Band
4)

P5 to P6

Achievement
Levels (AL)
(AL1 to AL8)





Assessing students using AL at P5 & P6

Achievement Levels (AL) are used to assess students at PSLE.

Students will be assessed based on their own **achievement**, instead of comparing with their peers.



<https://go.gov.sg/psle-scoring>

PSLE Scoring System



The examination results of P5 and P6 will show the Achievement Levels (AL) to familiarise with the PSLE scoring system.

Each subject will be scored using 8 ALs with AL1 being the best.

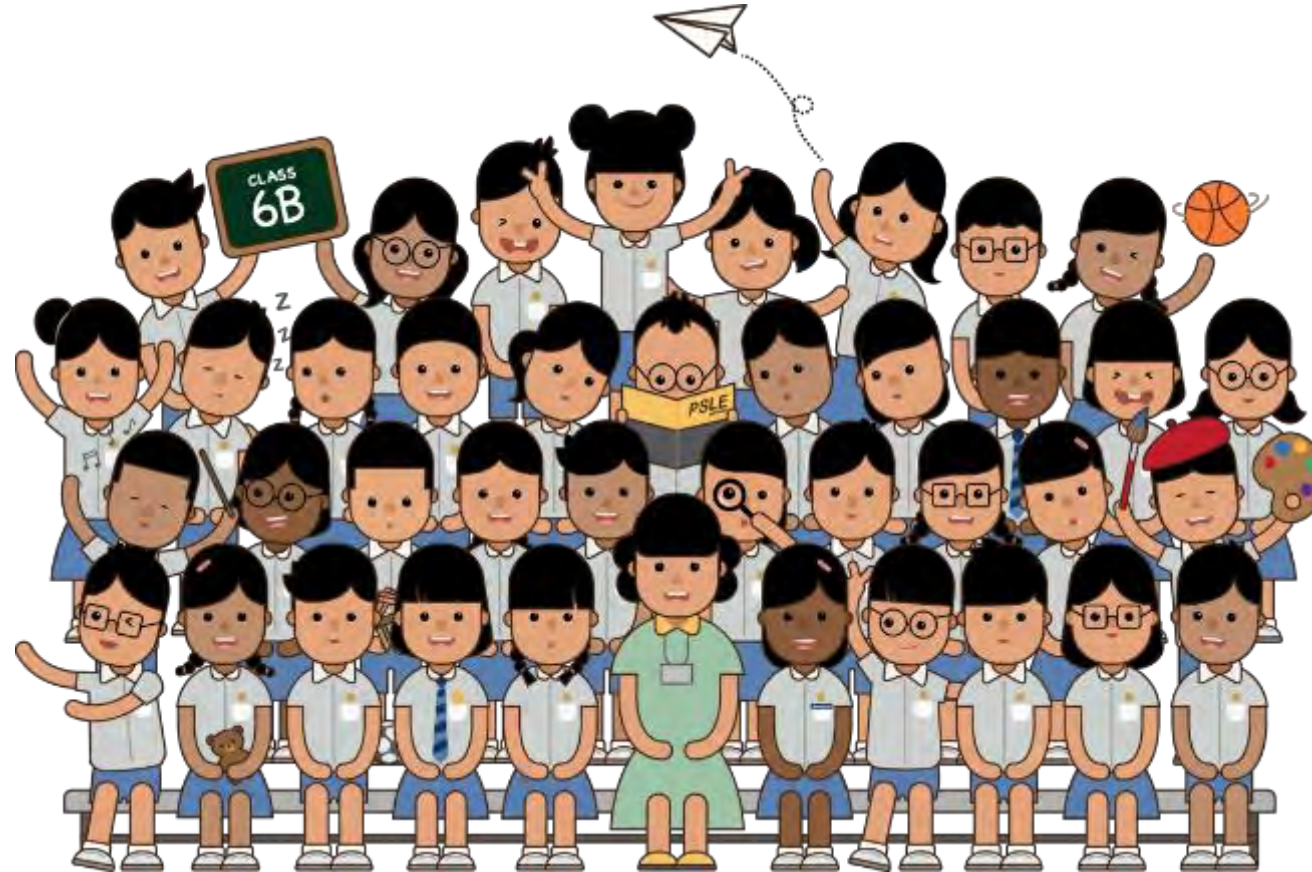
Total score at P5 & 6 will be the sum of the ALs of four subjects.

| AL | Raw Mark Range |
|----|----------------|
| 1 | 90 & above |
| 2 | 85 - 89 |
| 3 | 80 - 84 |
| 4 | 75 - 79 |
| 5 | 65 - 74 |
| 6 | 45 - 64 |
| 7 | 20 - 44 |
| 8 | Below 20 |





THANK YOU



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