



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

P6 Parent Engagement Session
Academic Heads Sharing

What does being
a **PSLE** parent
mean to me?



Be a P.S.L.E parent –
**Proactive, Supportive, Loving
and Empowering!**



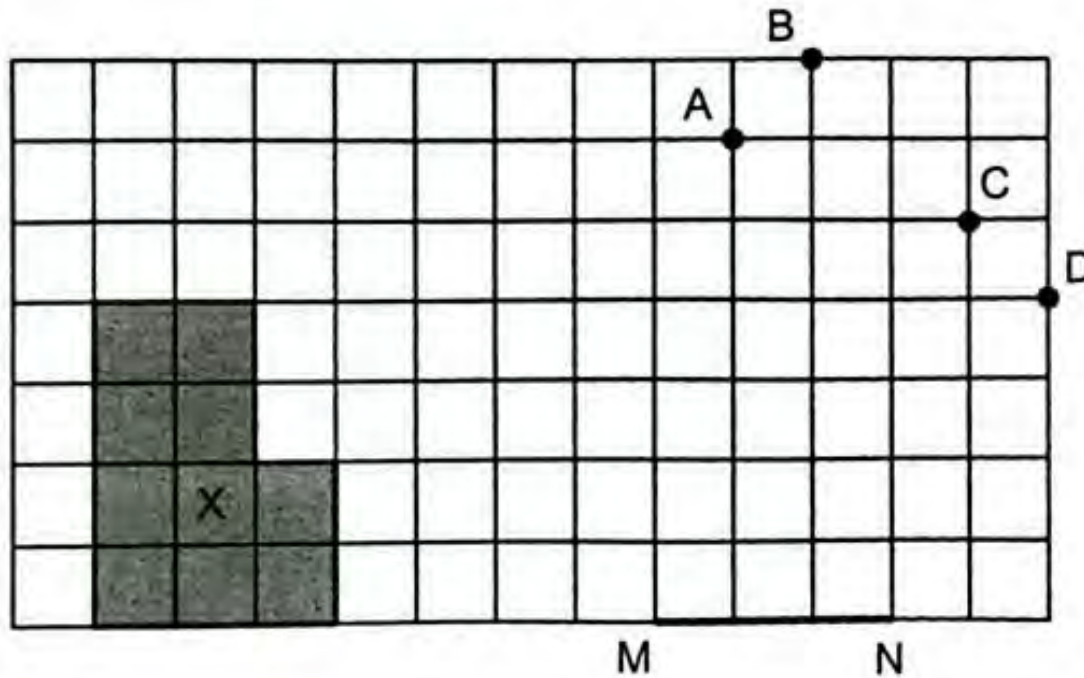


Let's try a few PSLE Questions!



2025 PSLE Paper 1 MCQ Question 13

The square grid shows shape X, line MN and points A, B, C and D. Which point when joined to M and N forms a triangle that has an area closest to that of shape X?



Students are not just applying the formula to find the area of triangle.

This is not a question that can be mastered through constant practice alone.

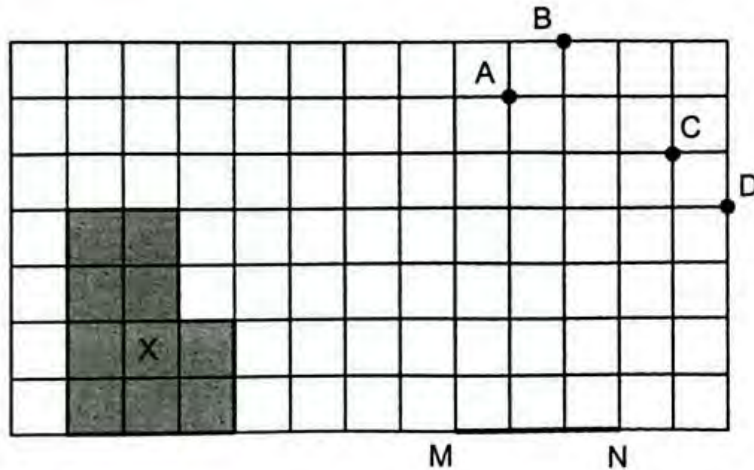
Students must analyse what the question is asking before they even begin solving. They must think critically and make comparisons.





2025 PSLE Paper 1 MCQ Question 13

The square grid shows shape X, line MN and points A, B, C and D. Which point when joined to M and N forms a triangle that has an area closest to that of shape X?



What students already know:

- The area of shape X can be found by counting unit squares.
- The area of a triangle depends on its base and perpendicular height.
- The area of a triangle can be found using the formula $\frac{1}{2} \times \text{base} \times \text{height}$, or by recognising it as half the area of a related rectangle.



2025 PSLE Paper 1 MCQ Question 13

Critical Thinking

What students need to do

- Analyse the term “*closest*” and recognise that triangle’s area may be greater or smaller than the area of shape X.
- Compare and make an informed judgment to decide which **differences** is the smallest.
- Adapt their strategy by shifting from direct computation to comparing heights and reasoning using the related rectangle.

Adaptive Thinking

→ To do this, students need to draw lines or think of the area of the triangle as half the area of the related rectangle. They are not given these steps. They invent and select representations that help them reason better.

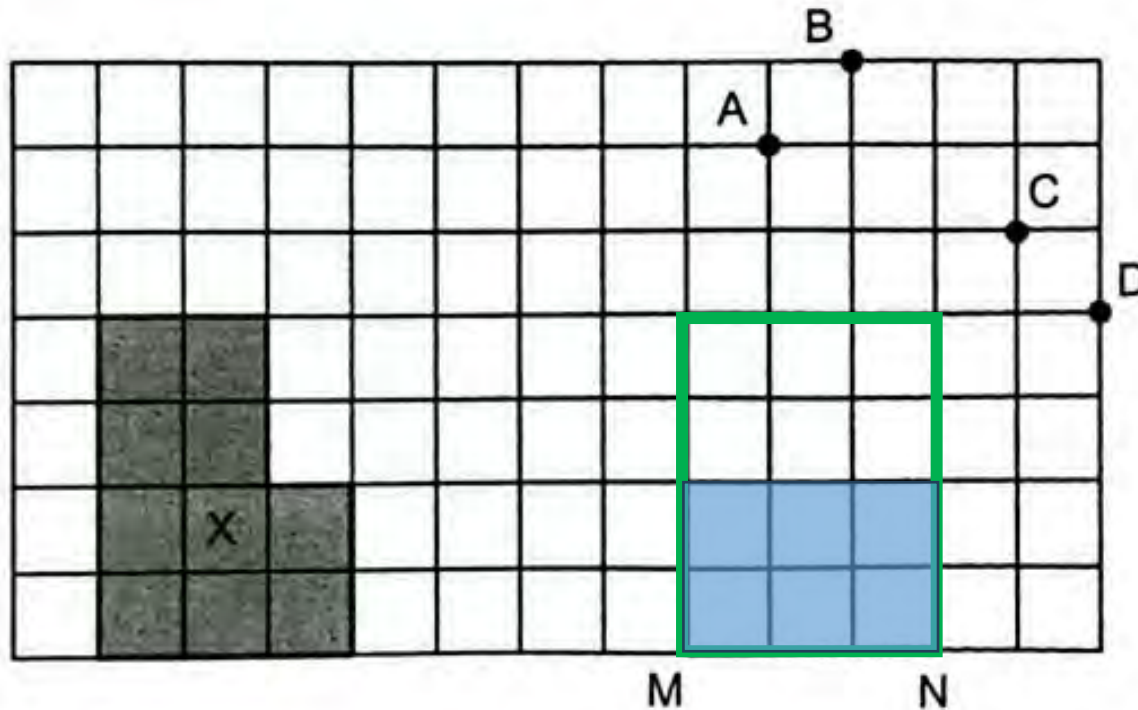
Inventive Thinking





2025 PSLE Paper 1 MCQ Question 13

The square grid shows shape X, line MN and points A, B, C and D. Which point when joined to M and N forms a triangle that has an area closest to that of shape X?



A: difference = 1 sq unit

B: difference = 0.5 sq units

C: difference = 2.5 sq units

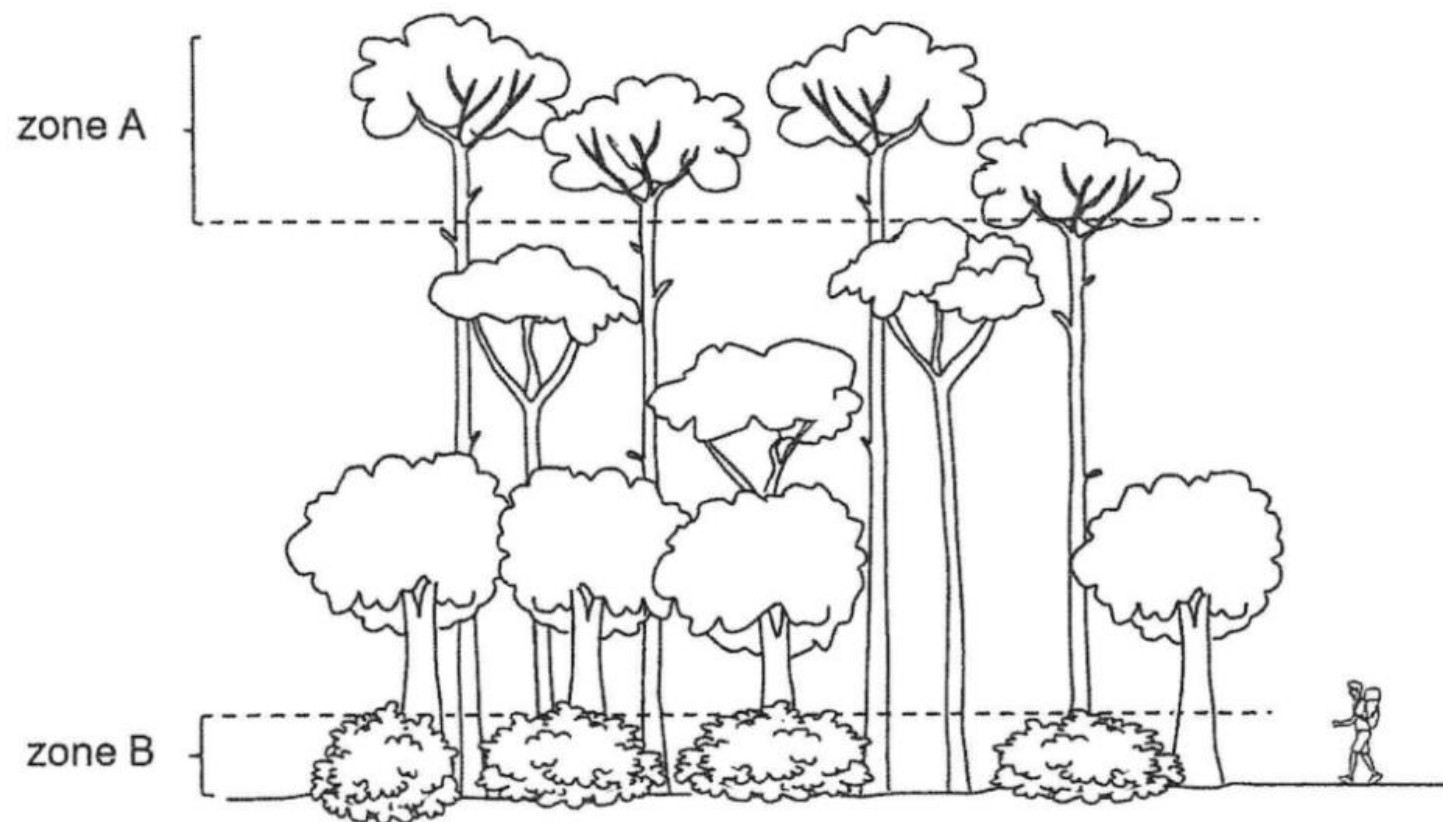
D: difference = 4 sq units



2025 PSLE Science Paper 2 Question 34



John found two fruits X and Y growing on plants in a forest. Fruit X has hooks and fruit Y has wing-like structures.



(b) Suggest the zone where each fruit was more likely to be found growing. Explain your answer.

Students are not just recalling facts. They must **reason, apply knowledge to a new context, and justify their thinking.**



2025 PSLE Science Paper 2 Question 34



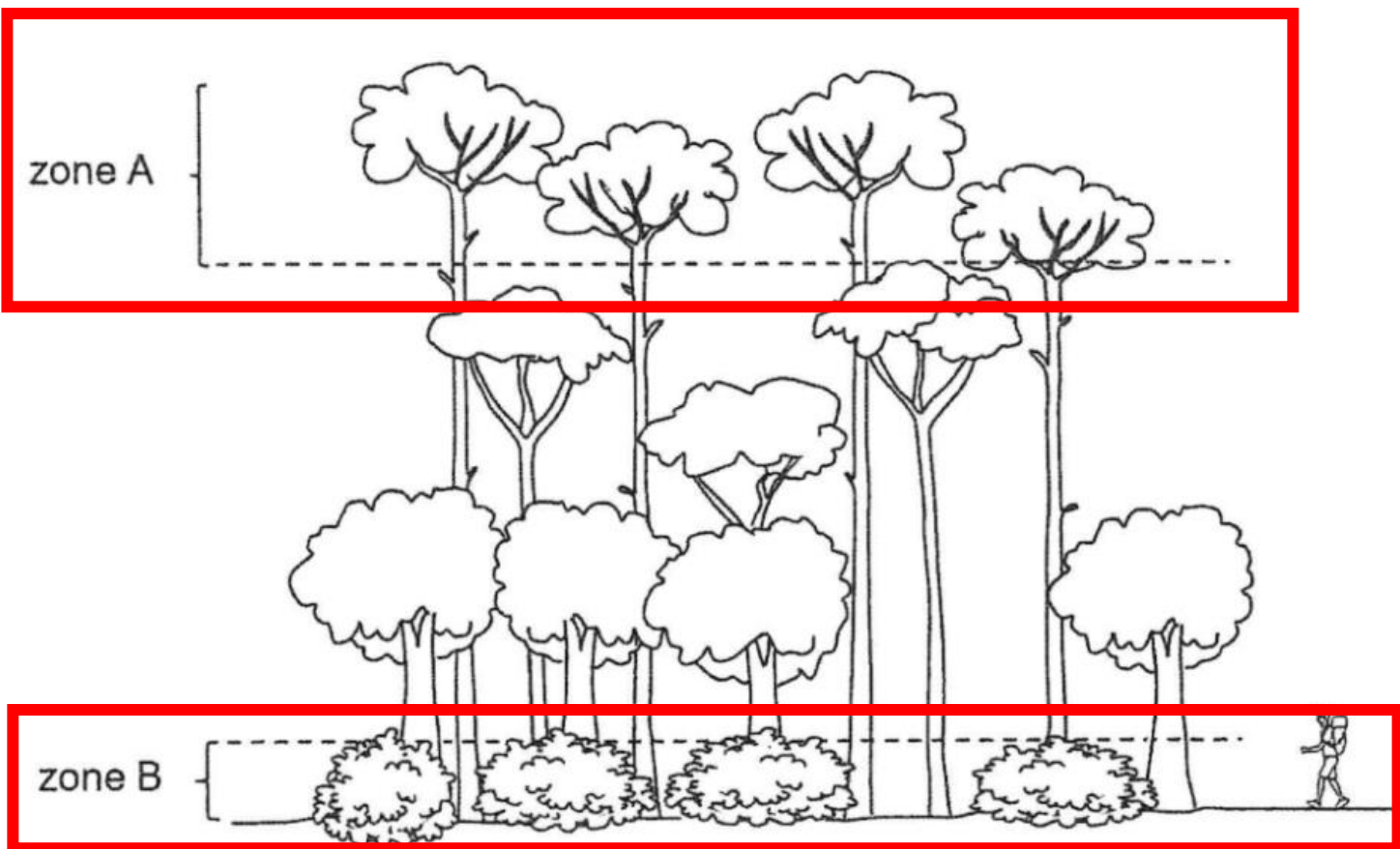
John found two fruits X and Y growing on plants in a forest. Fruit X has hooks and fruit Y has wing-like structures.

Evaluate the evidence

Critical Thinking

Analysing

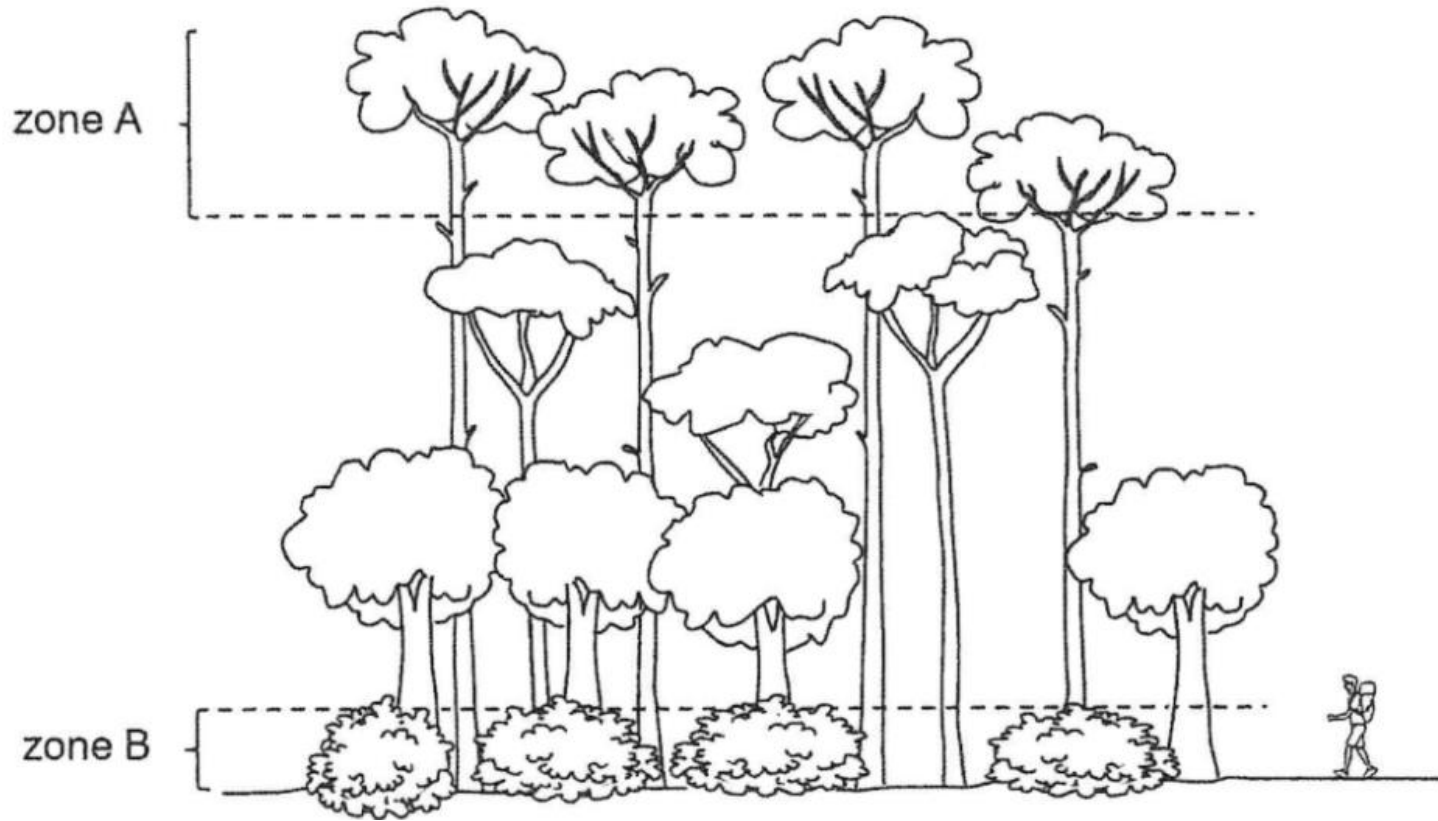
1. the text and diagram
2. link fruit structure to how seeds are dispersed.



2025 PSLE Science Paper 2 Question 34



John found two fruits X and Y growing on plants in a forest. Fruit X has hooks and fruit Y has wing-like structures.



Adaptive thinking



applying knowledge
to a new situation

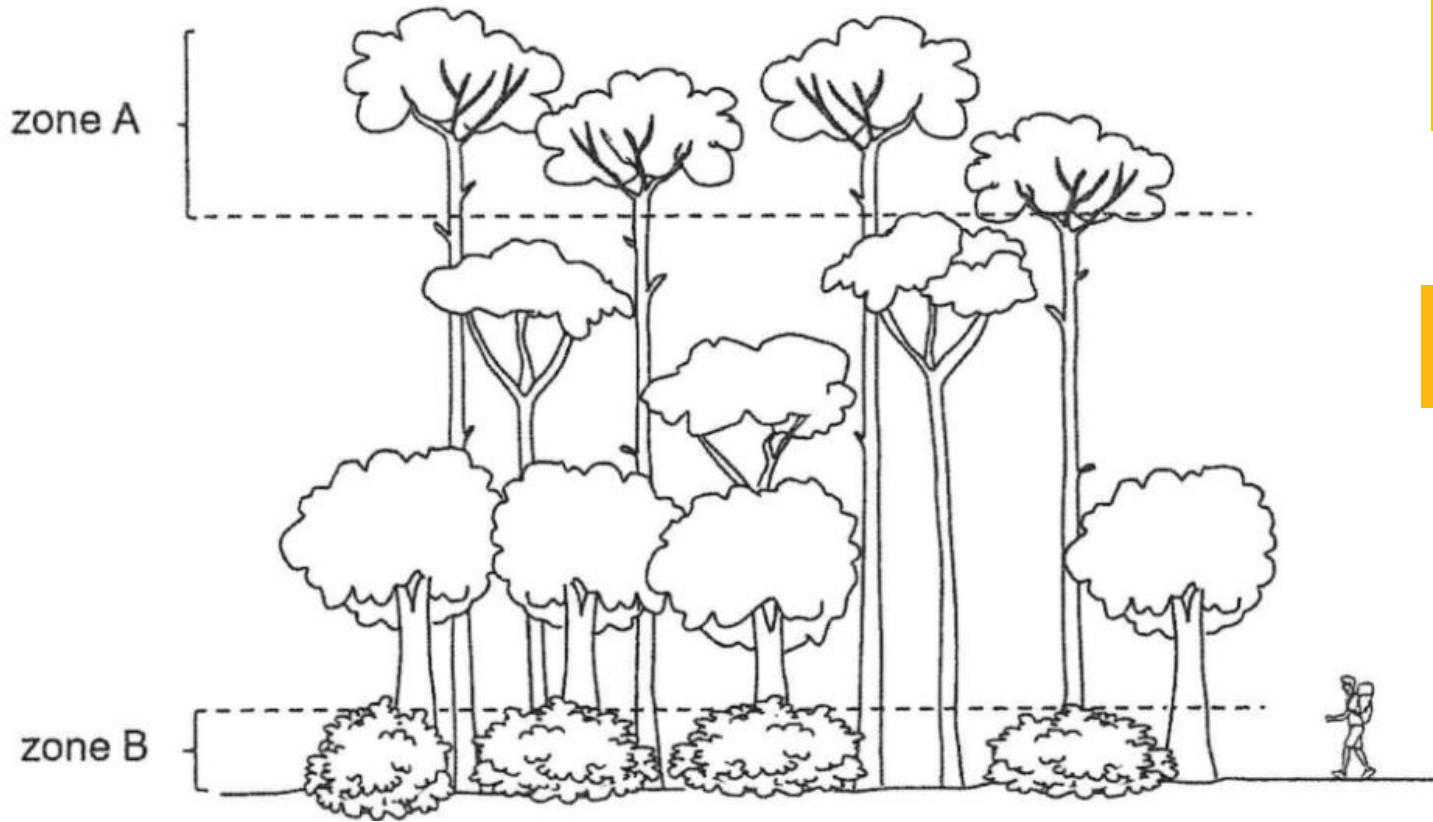
1. adapt what they know about **seed dispersal methods**
2. apply this understanding to an **unfamiliar forest scenario**



2025 PSLE Science Paper 2 Question 34



John found two fruits X and Y growing on plants in a forest. Fruit X has hooks and fruit Y has wing-like structures.



Inventive Thinking



generating explanations

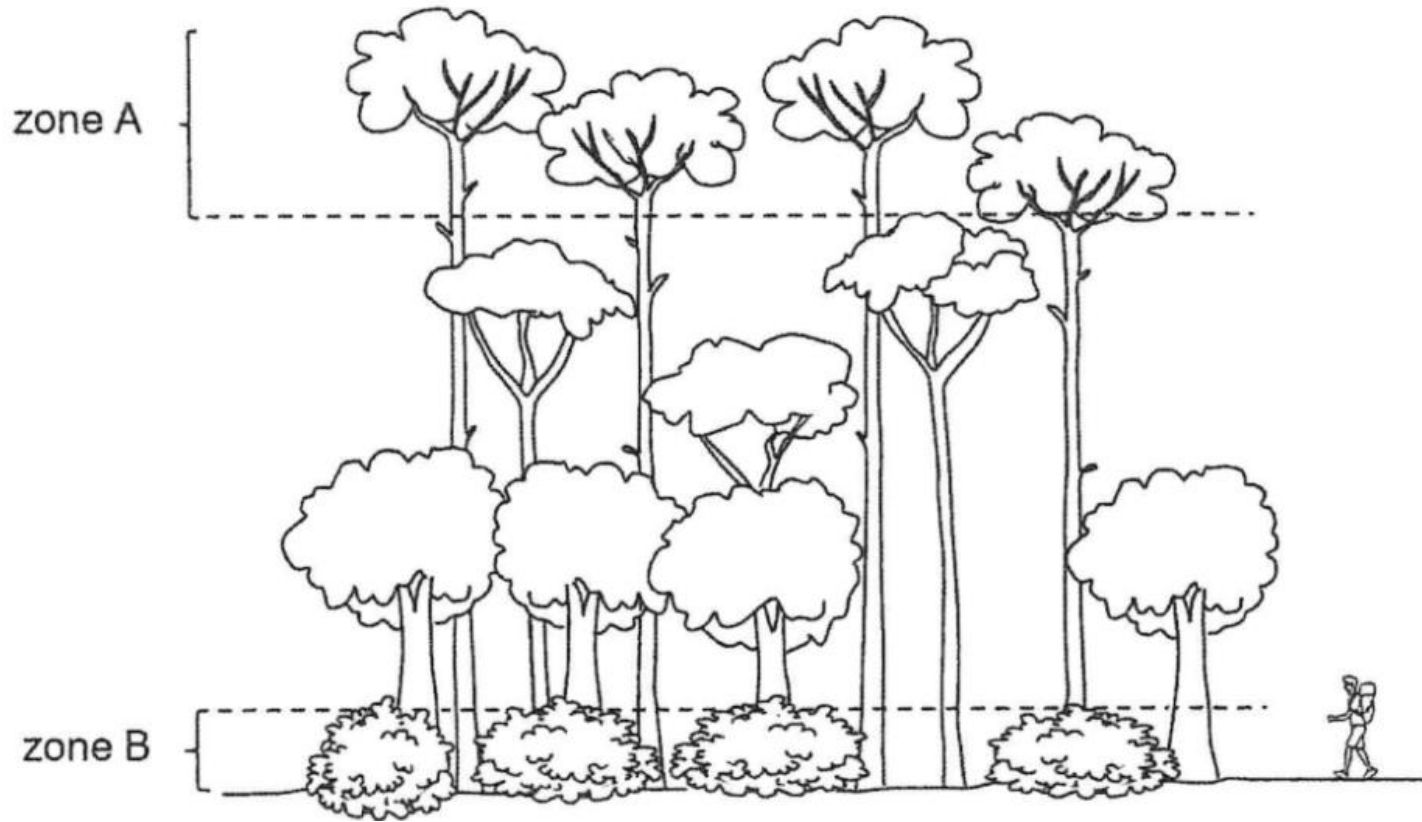
1. Propose a **logical explanation** based on learnt concept



2025 PSLE Science Paper 2 Question 34



John found two fruits X and Y growing on plants in a forest. Fruit X has hooks and fruit Y has wing-like structures.



(b) Suggest the zone where each fruit was more likely to be found growing. Explain your answer.

[Choice] Fruit X will be found at zone B.

[Evidence] Fruit X has hooks.

[Concept] It is dispersed by animals. Hence it has to grow nearer to ground, where it can be attached to animals that walk past.

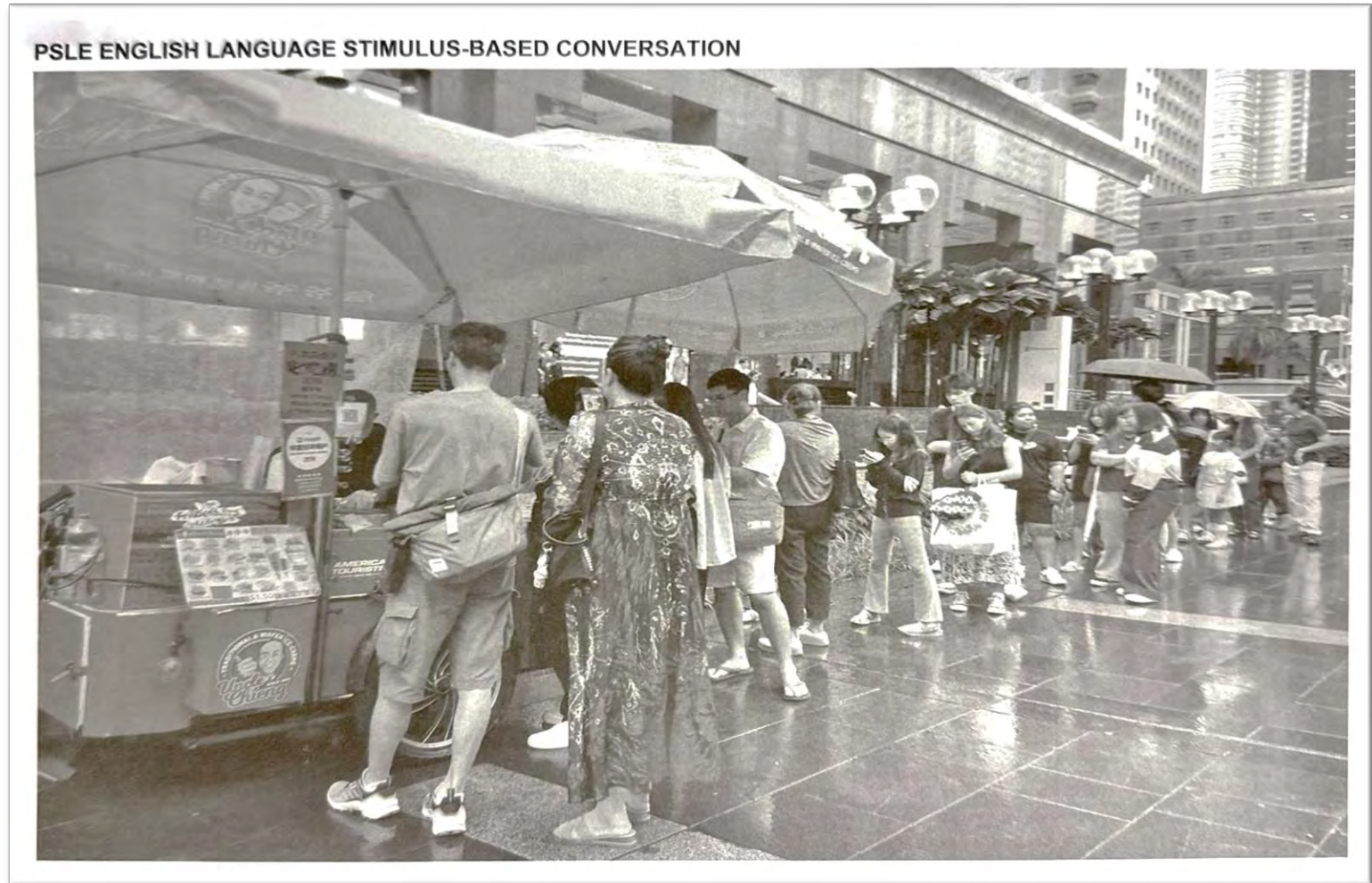


2025 PSLE EL Paper 4 Stimulus-based Conversation



Prompts:

- (a) Is this a good place to sell ice cream? Why / Why not?
- (b) Would you be willing to join a long queue for something? Why / Why not?
- (c) Do you think people in Singapore are orderly? Why / Why not?



2025 PSLE EL Paper 4 Stimulus-based Conversation



Prompts:

- (a) Why do you think the people choose to eat at this hawker centre?
- (b) Do you prefer to eat home-cooked food or buy food from outside? Why?
- (c) Do you think children should learn how to cook? Why / Why not?



What skills do our students need to do well?



ASSESSMENT OBJECTIVES

Paper 4 (Stimulus-Based Conversation)

AO1 read aloud fluently and expressively with clear and accurate pronunciation to suit purpose, audience and context

AO2 express personal opinions, ideas and experiences clearly and appropriately to engage the listener

AO3 speak fluently, with clear pronunciation and grammatical accuracy, using a range of appropriate vocabulary and structures

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 **nimblely**

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

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

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



What skills do our students need to do well?

PSLE SBC Skill	What It Looks Like	E21CC Priority Area
Express opinions with reasons	“I think... because...” with examples	Inventive / Adaptive Thinking
Engage in sustained conversation	Sustained, coherent responses	Communication
Reflect on everyday social issues	Views on queues, hawker centres, orderliness	Civic Literacy
Respond spontaneously	Thinking on the spot, flexible answers	Adaptive Thinking
Speak confidently and clearly	Persuasive, accurate, varied vocabulary	Communication



On Tuesday mornings, SKGians engage in...



The Straits Times (22 July Issue)

1. Read p.g. A9.
2. Discuss the questions
Think-Pair-Share

1. How does extreme weather events caused by climate change can affect food supply in the world?
2. What are some ways that people can respond to rising grocery prices caused by climate change?

BARCELONA - A 300 per cent spike in Australian lettuce prices. A 50 per cent rise for European olive oil and 80 per cent for US vegetables.

Researchers from the Barcelona Supercomputing Centre and the European Central Bank have traced back those price jumps to extreme weather they say is linked to climate change.

The group analysed 16 weather events around the world between 2022 and 2024.

Many were so unusual that a given region had experienced nothing

A WIDE-REACHING ASIA HEATWAVE

A heatwave that warmed Asia in 2024 to temperatures as high as 46 deg C was one of the disruptive weather events that led to vegetable prices in China rising more than 40 per cent between June and September.

Hot and dry conditions also left South Korean cabbages nearly 70 per cent more expensive than in the year prior, according to local media reports. Napa cabbage is commonly pickled into kimchi, a staple local dish, and the government has utilised national stocks to bolster supplies.

5 CLIMATE INFLATION 'PERMANENT'?

Prices tend to respond as soon as one or two months after an instance of extreme heat or drought, said Mr Max Kotz, the study's lead author and a postdoctoral fellow at the Barcelona Supercomputing Centre.

He and the other authors also looked at how unusual weather events were for each region, based

on the distribution of measures like temperature over time.

They found that heat, drought and floods were occurring at an increased intensity and frequency. El Nino, a climate pattern that occurred from 2023 to 2024, likely also influenced the extreme weather observed, the authors said.

These kinds of food price shocks typically turn out to be short-term in nature, because high prices incentivise more production, which brings prices back down, said Mr Andrew Stevenson, a senior climate analyst for Bloomberg Intelligence. Products like coffee and cattle are the exception, because they require certain conditions such as a tropical climate or large swathes of land for grazing that limit where they can be grown and bred.

Coffee and cattle futures, contracts that represent near-term pricing in those markets, have

marched up in price since 2020 – in contrast with futures for a crop like corn that is more easily grown.

New US tariffs could further squeeze farmers abroad, said Mr Stevenson. "It puts producers in an uncomfortable position where the price of beef is too expensive to sell at home but not expensive enough to sell with a 50 per cent tariff," he added.

Extreme weather is only expected to continue, and the study recommends that countries consider policies that will help consumers manage rising food prices.

Ultimately, though, slashing greenhouse gas emissions and containing global warming will be key to reducing food price inflation risks, the authors said.

Climate forecasts can also provide early warnings, and farms can implement adaptations like irrigation, though both approaches have serious limitations. BLOOMBERG



In an English classroom at SKG...

We read about and discuss current affairs, learn key vocabulary, reflect on daily issues...





In an English classroom at SKG...

P.R.E.P. Sentence Starters

Point

The **P.R.E.P.** framework is a useful strategy to help students prepare and respond effectively during **Stimulus-Based Oral Examination**. It guides students in delivering clear, well-developed responses during the oral examination. It guides students in delivering clear, well-developed responses during the oral examination.

Here's what **P.R.E.P.** stands for:

P.R.E.P.
 (Point, Reason, Experience & Preference)



Types of Eateries	Types of Food (Local Favourites)	Describing Food	Describing the Place
<ul style="list-style-type: none"> hawker centre food court coffee shop restaurant fast food outlet takeaway stall open-air dining 	<ul style="list-style-type: none"> chicken rice nasi lemak laksa satay roti prata char kway teow wanton noodles mee rebus fishball noodles kaya toast sugarcane juice teh tarik 	<ul style="list-style-type: none"> delicious tasty flavourful spicy fragrant crispy savoury affordable reasonably priced freshly prepared piping hot mouth-watering satisfying filling comforting 	<ul style="list-style-type: none"> crowded noisy lively bustling air-conditioned clean quiet cosy long queues hard to find seats smells of cooking variety of stalls many food choices local flavours traditional dishes casual family-friendly affordable atmosphere

- All in all, I believe...
- That is the reason I prefer...
- Overall, ...
- Therefore, ...
- Hence, ...



In an English classroom at SKG, our students learn to take different perspectives...

Point	I would prefer eating at a hawker centre.
Reason	<p>Firstly, hawker centres offer a wide variety of local foods at affordable prices. I can enjoy dishes like chicken rice, laksa, or satay, all in one place, without spending too much money.</p> <p>Secondly, eating at a hawker centre feels more casual and relaxed. It's a great place to hang out with friends and family, and there is no pressure to dress up or follow fancy rules like at some restaurants.</p> <p>Thirdly, the food at hawker centres is often delicious and authentic. Many hawkers have been making the same dishes for years, so the taste is usually much better than what you might get at a restaurant that serves a mix of different cuisines.</p>
Experience	For example, whenever I go to the hawker centre near my house, I get to choose between dishes like chicken rice, rojak, and mee rebus. Sometimes, my family orders from different stalls so that we can share and try more food together.
Point	That is why I prefer hawker centres. They offer tasty food, variety, and a cosy, familiar atmosphere that I enjoy.

Point	I would prefer eating at a restaurant.
Reason	<p>Firstly, restaurants usually offer a more comfortable and cleaner environment. There are air-conditioning, clean tables and nicer seating, which make the whole dining experience more pleasant, especially on hot or rainy days.</p> <p>Secondly, restaurants often have better service. The waiters or waitresses are friendly, and they bring the food to your table, which feels special compared to getting your own food at a hawker centre.</p> <p>Thirdly, I like the variety of food at restaurants, especially when they offer different cuisines. For example, I can enjoy Italian pasta, Japanese sushi, or Western burgers all at a single restaurant, while at a hawker centre, the food is usually more focused on local dishes.</p>
Experience	For instance, during my birthday last year, my family brought me to a restaurant where we had a Western meal. The service was very good, and I liked that the restaurant was clean and had a nice ambience.
Point	Hence, I prefer eating at a restaurant. It feels more special and allows me to enjoy my meal in a quieter and more comfortable environment.



2024 PSLE CL Paper 2 Booklet B Question 40



B 组 (Q34 – Q40, 7 题 22 分)

根据短文和上下文的意思, 回答问题, 然后把答案填写在作答簿上。

小袋鼠的爸爸妈妈都是森林里有名的拳王, 他们希望小袋鼠将来也能成为拳王, 因此每天都对他进行严格的训练。

训练时, 爸爸经常把小袋鼠打倒在地上, 然后要他自己爬起来。

小袋鼠每次爬起来还没站稳, 爸爸的拳头又来了。“别人家的小孩子即使犯了错, 他爸爸也不会这么打他。我没有犯错, 为什么爸爸一拳又一拳地打我?” 小袋鼠心中满是委屈。妈妈看见了, 安慰小袋鼠: “我们一定要有远大的理想, 将来你就会明白爸爸妈妈的苦心!”

小袋鼠不是没有远大的理想, 他的理想是成为一名魔术师, 可是爸爸妈妈根本不听他的, 每天都坚持要他练拳。“魔术都是骗人的, 打拳才是真本领!” 他们经常这么说。但是, 爸爸妈妈的话并没有让小袋鼠爱上打拳。他每天都闷闷不乐, 身体一天比一天瘦弱。

放假时, 外公来了, 看见小袋鼠这个样子, 便把他带回了自己的家。

假期结束前, 外公带小袋鼠回到了爸爸妈妈身边。小袋鼠长胖了, 笑容也多了。他从口袋里拿出给爸爸妈妈的礼物——帽子、领带、鲜花、水果……, 爸爸妈妈都快拿不下了, 可是小袋鼠口袋里的礼物却怎么取也取不完。爸爸妈妈这才反应过来, 原来小袋鼠学会变魔术了。

外公笑眯眯地对妈妈说: “小时候, 你母亲坚持要你学跳舞, 可是你想要学打拳。是谁鼓励你, 让你去学打拳的?”

外公的话像一根棍子打在妈妈的头上, 她恍然大悟。妈妈看了看小袋鼠, 心中有了决定……

Q40 小袋鼠的父母坚持要他练拳。你同意他们的做法吗? 为什么?

(2 分) 在生活中, 如果你的父母要求你做不喜欢的事, 你会怎么做? 试加以说明。(2 分)

Do you agree with...? Why?
In real life, if (context / situation),
what would you do? Explain your
answer.

Critical Thinking

1. Evaluate the characters' actions
2. Justify own viewpoint using evidence drawn from the text and real-life values.

Adaptive Thinking

1. Transfer this learning from the story to a real-life context.

Inventive Thinking

1. Propose possible, personal and reasoned solutions.

父母的
做法 >
严格训练

父母忽视孩子的
想法 > 不管
孩子的
兴趣

对比
之前、
之后的
改变

孩子的
内心感受 >
觉得委屈

结果 >
闷闷不
乐、身
体瘦弱



2025 PSLE ML Paper 2 Question 39



KEFAHAMAN 2 (22 MARKAH)

Arahan: Baca petikan karangan di bawah ini dengan teliti.

Buat pertama kalinya, Sekolah Rendah Sutera akan mengadakan pertandingan mengumpulkan barang yang boleh dikitar semula. Pertandingan itu bertujuan untuk menyemai rasa cinta terhadap alam sekitar. Dapatlah juga murid-murid belajar untuk bekerjasama.

Apabila mendapat tahu bahawa kelas yang menjadi juara akan menerima hadiah, Dina teruja. Sebagai ketua kelas, dia akan memastikan bahawa kelasnya berjaya mengumpulkan paling banyak barang yang boleh dikitar semula. Biarlah, kejuaraan menjadi milik mereka.

"Saya akan menyediakan senarai tugas yang perlu dilakukan oleh setiap orang. Kemudian, saya mahu kita kenal pasti barang yang boleh kita kumpulkan untuk kita kitar semula," kata Dina kepada rakan-rakan sekelasnya.

Dengan adanya perancangan yang teliti, tugas itu berjaya dilakukan. Mereka dapat mengumpulkan surat khabar lama, kertas dan bateri terpakai. Malangnya, Dina tidak berpuas hati dengan jumlah barang terpakai yang dikumpulkan. Dina semakin bimbang apabila mendapati bahawa sebilangan rakan-rakannya enggan bekerjasama. **Dia mahu mengambil tindakan.**

"Setiap orang harus membeli sepaket bateri untuk menambah bilangan bateri yang kita kumpulkan. Kalau perlu, beli kertas juga supaya jumlah barang yang kita kumpulkan meningkat. Yang penting, kita mesti menang," kata Dina dengan tegas.

Ternyata, arahan itu tidak diterima baik oleh rakan-rakannya, termasuk Nurin. Namun, Dina tetap mendesak mereka untuk menyumbangkan barang-barang itu. Oleh sebab tidak bersetuju dengan perbuatan Dina itu, mereka berusaha untuk memberikan pendapat. Akan tetapi, semuanya ditolak oleh Dina. Malah, sesiapa yang tidak mahu mendengar arahnya dianggap mementingkan diri sendiri.

"Dina, perbuatan awak itu satu penipuan. Kita sepatutnya mengumpulkan barang terpakai, bukan membeli barang baharu. Saya tidak mahu terlibat sama," kata Nurin.

Menurut Nurin, sebagai ketua kelas, Dina tidak menunjukkan contoh yang baik. Dina berasa sedih. Padahal, dia setakat mahu kelasnya menang. Sejak hari itu, Nurin enggan berbual dengan Dina. Rakan-rakan Dina yang lain turut menjauhinya.

Akhirnya, perkara itu sampai ke pengetahuan Puan Lim, guru kelas mereka. Puan Lim kecewa akan Dina. Ternyata, Dinalah yang mementingkan diri sendiri. Dina benar-benar rasa bersalah. Pasti Nurin berkecil hati kerana teguran Nurin tidak dipedulikan olehnya. Dina berjanji akan mengakui kesilapan yang dilakukan kepada rakan-rakannya. Barang-barang yang dibeli oleh mereka juga akan dipulangkan. Mudah-mudahan rakan-rakan Dina bersedia untuk memaafkannya.

0008/2/2025

Adaptive Thinking

Imagine you are Dina, reflecting on your actions with deep regret. Explain to Nurin how you intend to make amends and remedy the situation.

Inventive Thinking

Bayangkan kamu Dina. Kamu kesal kerana perbuatan kamu telah menjejaskan rakan-rakan kamu termasuk Nurin. Untuk membetulkan keadaan, kamu ingin memberitahu Nurin perkara-perkara yang akan kamu lakukan.

Gunakan isi petikan karangan untuk melengkapkan pesanan ringkas di bawah ini.

(4 markah)

Nurin, saya sedar bahawa saya tidak sepatutnya bertindak tanpa berfikir. Saya _____

Communication



2025 PSLE TL Paper 2 Question 33



D7 கருத்து விளக்கப்படக் கருத்தறிதல்

பின்வரும் விளம்பரத்தைக் கருத்துவாழ்ந்து படி:

மரீன் பரேட் வசிப்போர் குழு ஏற்பாட்டில் சமூக விழா

அண்டைவீட்டாருடன் நல்லுறவை வளர்த்துக்கொள்வோம்!

நாள் : 7 டிசம்பர் 2025 (ஞாயிற்றுக்கிழமை)
இடம் : ஈஸ்ட் கோஸ்ட் கடற்கரை
நேரம் : காலை 9 மணிமுதல் மாலை 6 மணிவரை

மணற்சிற்பம் செய்யும் போட்டி

- * இதில் கலந்துகொள்ள முன்பதிவு செய்ய வேண்டும்
- * போட்டியாளர்கள் சிற்பம் செய்யும் பட்டறையில் இலவசமாகக் கலந்துகொள்ளலாம்
- * பட்டறையில் கற்றுக்கொண்ட நுணுக்கங்களைப் போட்டியில் பயன்படுத்த வேண்டும்

போட்டிகளுக்குரிய பரிசுகள்:
முதல் பரிசு - \$200
இரண்டாம் பரிசு - \$150
மூன்றாம் பரிசு - \$100

கயிறு இழுக்கும் போட்டி

- * குழுவில் 8 பேர் இருக்க வேண்டும்
- * வெவ்வேறு குடும்பங்களைச் சேர்ந்தவர்கள் குழுவில் இடம்பெற வேண்டும்
- * உடல்நலம் குன்றியவர்கள் போட்டியில் பங்குபெறக்கூடாது

‘என் அண்டைவீட்டாரை நான் அறிவேன்’ – வினா விடை அங்கம்

- * அண்டைவீட்டாரைப் பற்றிய வினாக்களுக்குப் பதிலளிக்க வேண்டும்
- * பங்குபெறுவோருக்குச் சிறுநாள் வாங்குவதற்குப் பற்றுச்சீட்டுகள் வழங்கப்படும்

‘உங்கள் குரல்’ - சிறப்பு அங்கம்

- * அண்டைவீட்டாருடன் நல்லுறவை ஏற்படுத்திக்கொள்ளும் வழிகளைப் பகிர்ந்துகொள்ள வேண்டும்
- * இதற்கு முன்பதிவு செய்வது அவசியம்
- * கலந்துகொள்வோருக்குப் பொருள்கள் வாங்கப் பற்றுச்சீட்டுகள் வழங்கப்படும்

விழாவில் கலந்துகொள்ள விரும்புகிறீர்களா? அதற்குரிய இலவச நுழைவுச்சீட்டுகளைச் சமூக மன்றத்தின் அலுவலகத்தில் பெற்றுக்கொள்ளுங்கள்.

Adaptive Thinking

Your neighbours, Kala and Kumutha, wish to take up clay pot making. What are the benefits they can obtain from engaging in this craft?

வினா Q33-க்கு உரிய விடையைக் கருத்து விளக்கப்படக் கருத்தறிதலில் இடம்பெற்றுள்ள விளம்பரத்திலிருந்து கண்டறிந்து விடைப்புத்தகத்தில் எழுது.
(4 மதிப்பெண்கள்)

Q33 அண்டைவீட்டாரான குமுதாவும் கலாவும் மணற்சிற்பம் செய்யும் போட்டியில் பங்கேற்க விரும்புகின்றனர். போட்டியில் பங்கேற்பதன்மூலம் அவர்கள் எவ்வாறு பயனடைவர்?





Students improve by *reviewing mistakes and asking better questions*, not by drilling more.





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



Nurturing Student Agency in our students to be Self-Directed Learners.

- *Setting SMART goals.*
- *Review “mistakes” and misconceptions.*
- *Ask questions to clarify.*
- *Be responsible for own learning.*



SKG SCHOOL THEME:

Becoming A Future-Ready Learner





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

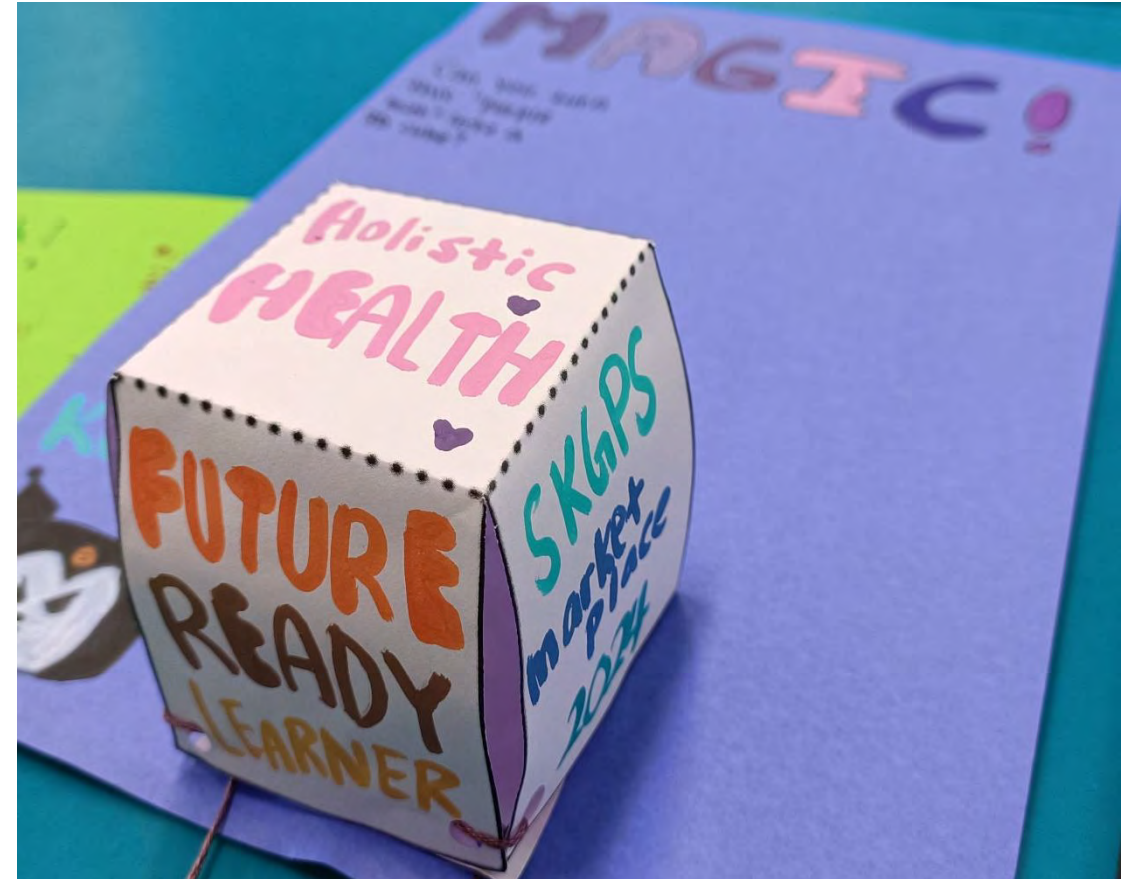
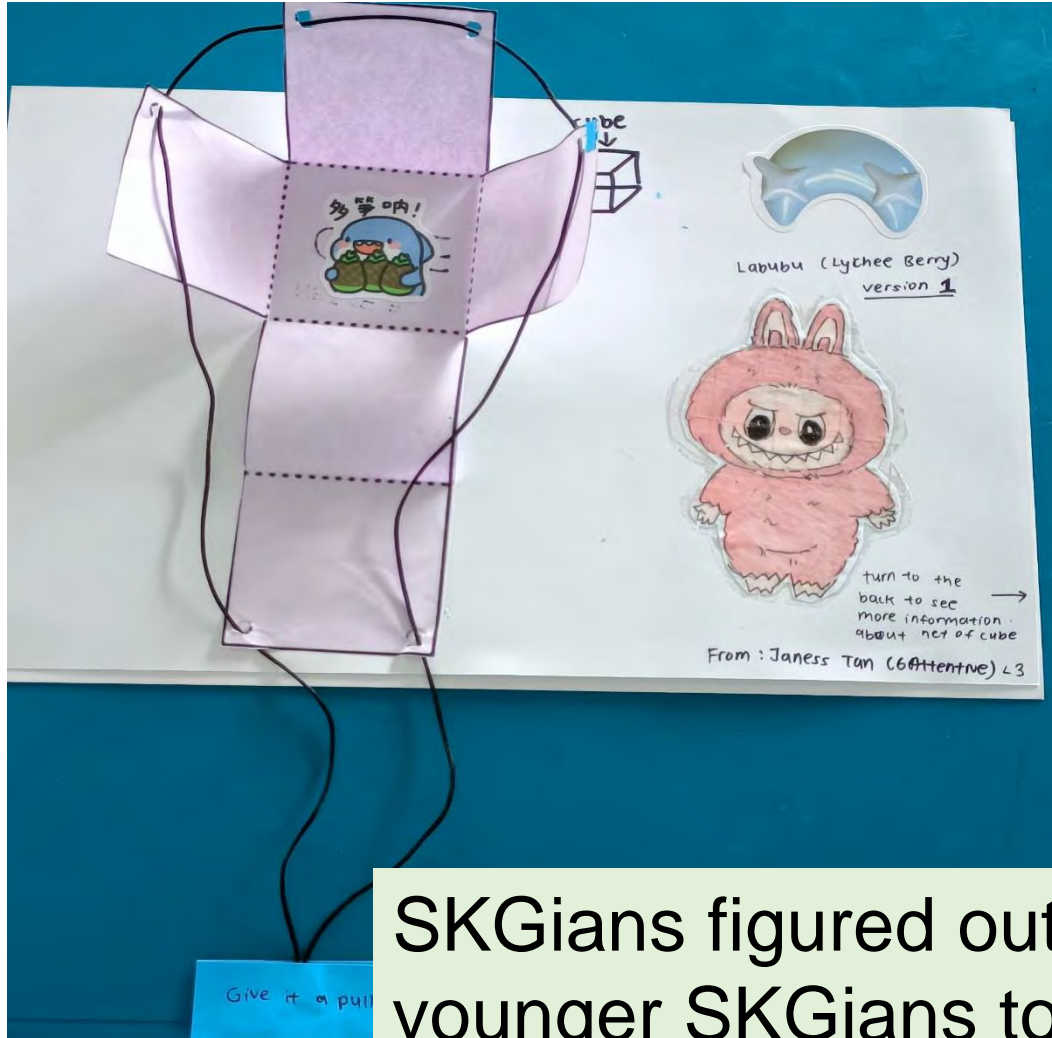
Communication

- 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

Integrating e21CC into the Curriculum



Adaptive and Inventive Thinking



SKGians figured out ways to make Math Toys to enthuse younger SKGians to experience the joy of learning.



Integrating e21CC into the Curriculum

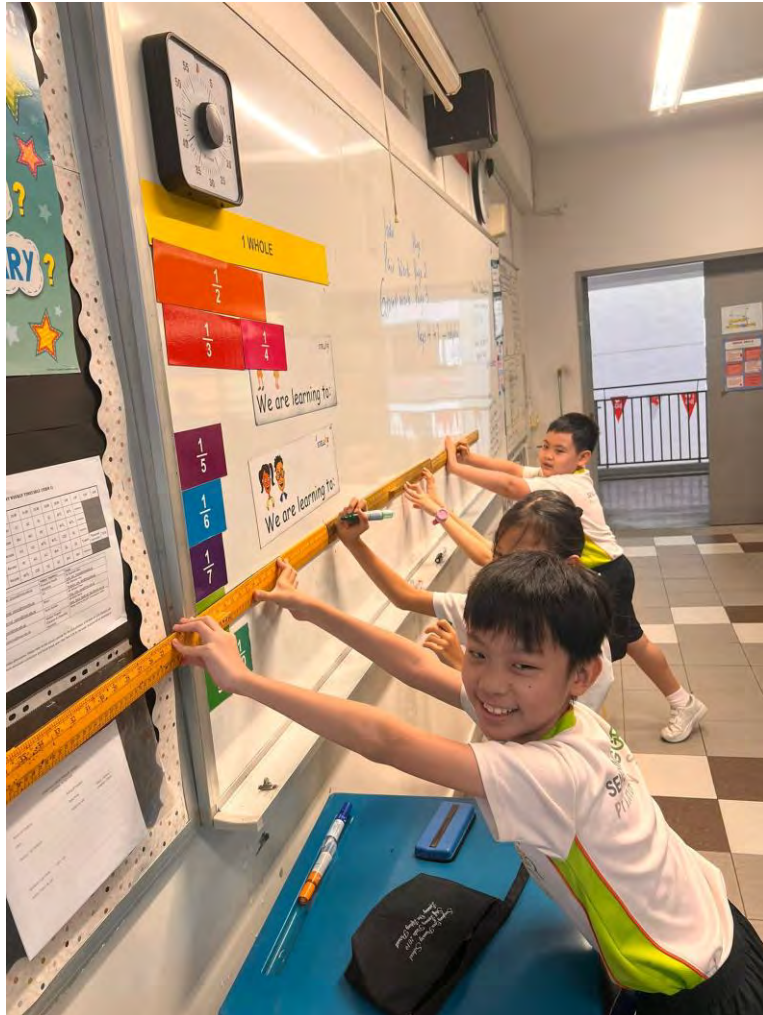
Adaptive and Inventive Thinking



SKGians explore possibilities, solving challenges and ignite their curiosity through hands-on discovery



Communication, Collaboration and Information Skills



SKGians worked with their peers to explore measurement concepts such as length and area of triangles.



Integrating e21CC into the Curriculum

Communication and Collaboration Skills

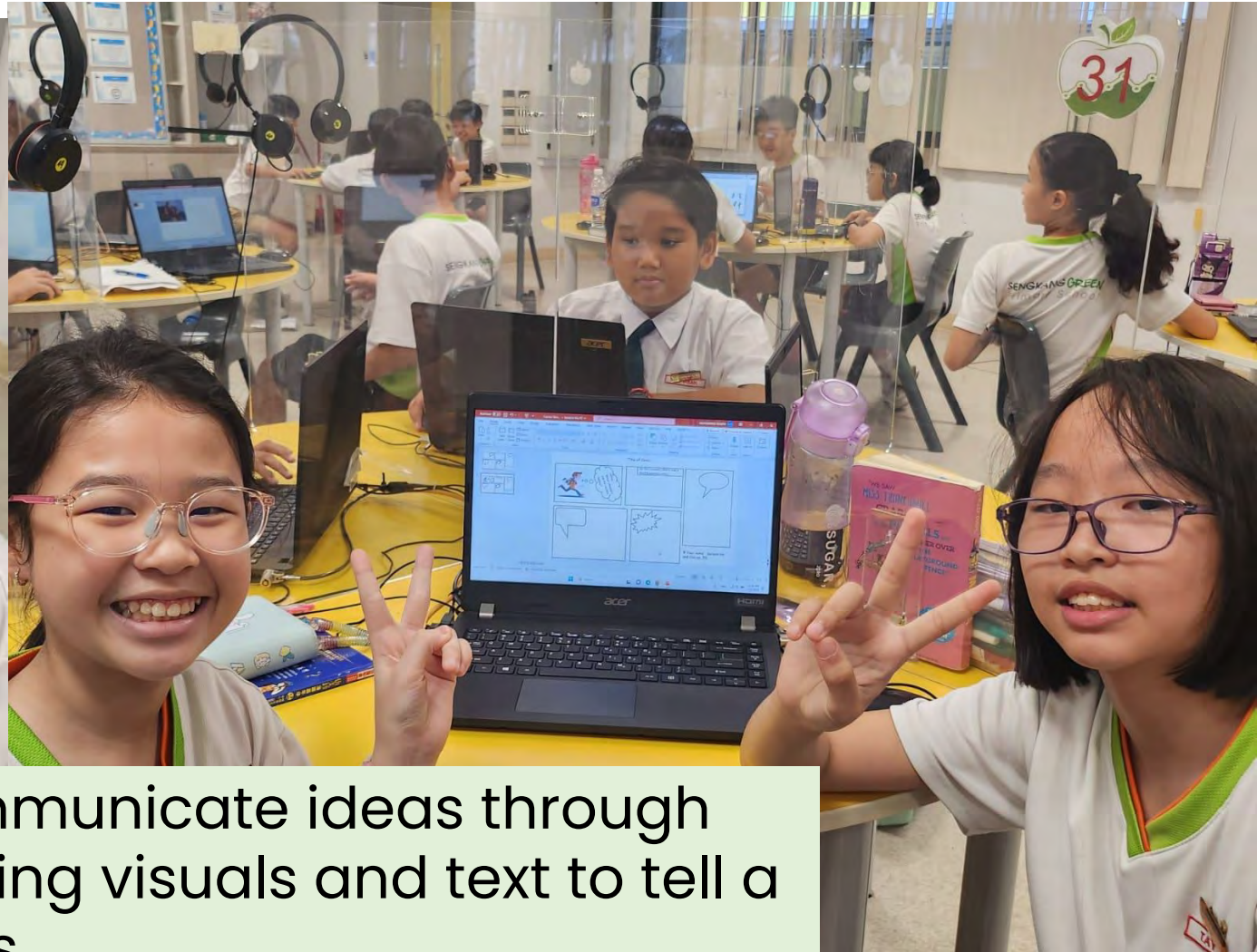


SKGians develop empathy and courage to voice new ideas and persuade others through activities like debates.



Integrating e21CC into the Curriculum

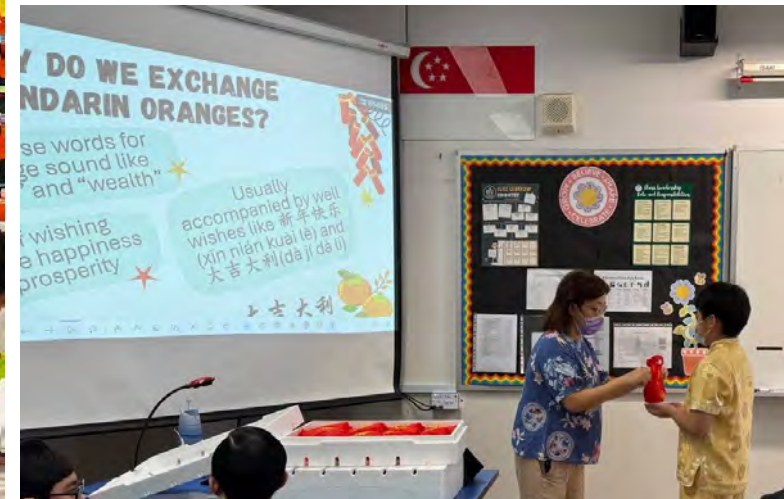
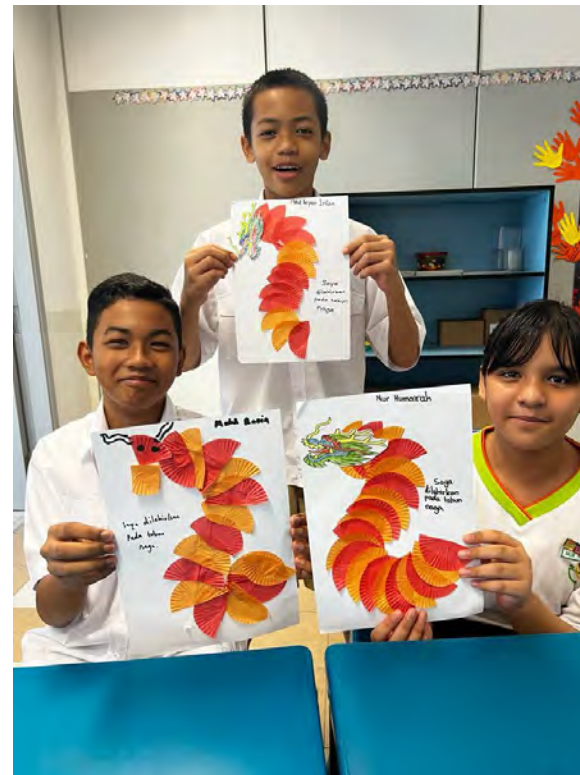
Communication, Collaboration and Information Skills



SKGians learn to communicate ideas through comic strips, combining visuals and text to tell a story or express ideas.

Integrating e21CC into the Curriculum

Civic, Global & Cross-Cultural Skills



SKGians participate actively in discussions that explore different cultures and contemporary civic issues.



Integrating e21CC into the curriculum

Civic, Global & Cross-Cultural Skills

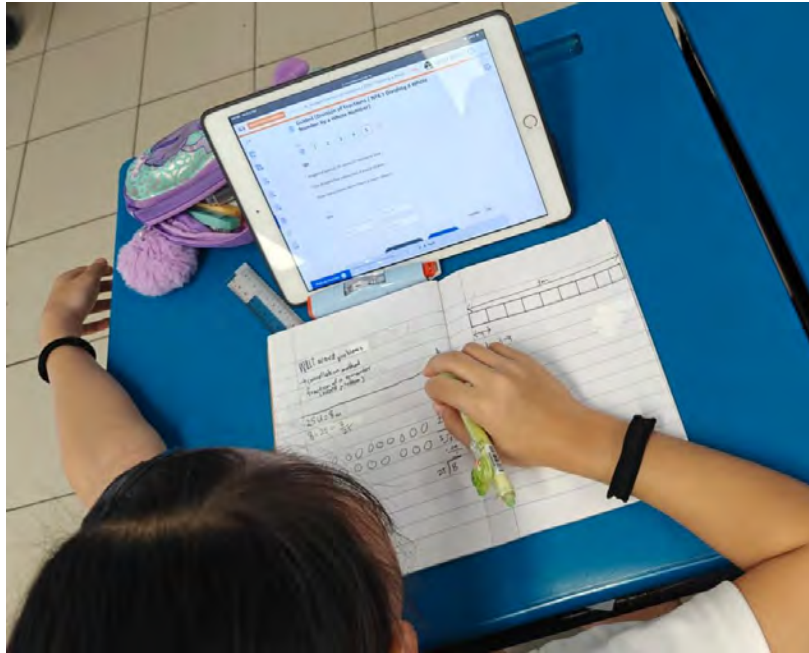


Learning Journeys



Integrating e21CC into the Curriculum

Learning with Technology



P5 Mathematics
**Adaptive Learning
System (ALS)**



P5 & P6 MTL Oracy lessons using Gen AI Chatbot



How parents can support e21CC development at home?

How to foster Adaptive Thinking?

Examples:

Promote flexibility: Encourage your child to try different approaches to tasks.

"What's another way we could approach this problem?"

"What would you do differently if you faced a similar situation again?"

Share experiences: Discuss times when you had to adapt and what you learned.

How to foster Inventive Thinking?

Examples:

Support creativity: Provide open-ended materials and tools, encouraging your child to invent their own uses and creations.

Celebrate failures: Teach your child that mistakes are part of the learning process.

"What's missing here?"

"How can we make this better?"



How parents can support e21CC development at home?

How to foster Communication Skills?

Examples:

Encourage discussions: Have regular family conversations. Discuss recent events or news.

"What's the most important point you want me to remember?"

"What's your opinion on this, and why do you feel that way?"

"How do you think your friend felt when that happened?"



How to foster Civic Literacy?

Examples:

Get involved in community service: Participate together in school/community projects.

Discuss civic responsibilities: Build awareness of their surroundings, understand about various cultures and practices of different races and nationalities and identities and responsibilities as citizens.

"How does this decision affect different people in our community?"

"How can we contribute to making our neighbourhood better?"



What can you do as a parent?

1. SUPERVISE

Look out for signs of distress, and monitor your child's progress.

Noticed any of the following signs that is out of the norm for your child?

- Struggles to pay attention in studies or activities
- Tiredness
- Rebellious streak
- Excuses to miss school/class
- Stays away from others
- Sulkiness

It may be an indication of too much stress.



2. PROVIDE

Know your child's needs and be present.

Be willing to listen and communicate frequently in an open and supportive manner.

Give them your attention.





What can you do as a parent?

3. ROLE MODEL

Role model resilient behaviour and positive mindsets in everyday situations.

Share with your child some of the challenges and setbacks you've faced, and how you managed and maintained positivity.



4. REASSURE

Encourage your child regularly.

Provide positive feedback and cheer your child on for every effort.





Viewing of Exam Composition Scripts

We Understand Parents' Concerns

Parents want to:

- know how their child is doing in writing
- support their child's improvement

We share these goals.



Viewing of Exam Composition Scripts

Keeping the Focus on Improvement

When scripts go home, attention often shifts to:

- Comparing marks
- Focusing on grades

Our priority is:

- Understanding strengths
- Identifying areas for growth
- Knowing *how to write better next time*



Our Key Belief About Writing

Writing is developed over time

- Growth comes from composition writing done across the whole year
- A single exam composition is one snapshot, not the full picture
- What matters most: progress in ideas, organisation, language and expression





How Teachers Support Learning

Rubric for Every Child

Students learn:

- What they are doing well
- What to improve next





Partnering Parents

If you would like to view your child's examination composition:

- Please contact your child's EL or MTL teacher to arrange a viewing at a mutually convenient time.
- For fairness and consistency across all students, requests for changes to marks or grades will not be entertained.

By keeping the focus on feedback and growth, we support every child in continuing to improve beyond a single examination.



**Be a P.S.L.E parent – Proactive,
Supportive, Loving and Empowering!**



Ministry of Education
SINGAPORE



SENGKANG GREEN
Primary School

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



THANK YOU

