



**ANG MO KIO  
PRIMARY SCHOOL**

# **Curriculum Sharing (Primary 3)**

## **Mother Tongue Languages**

22 January 2026

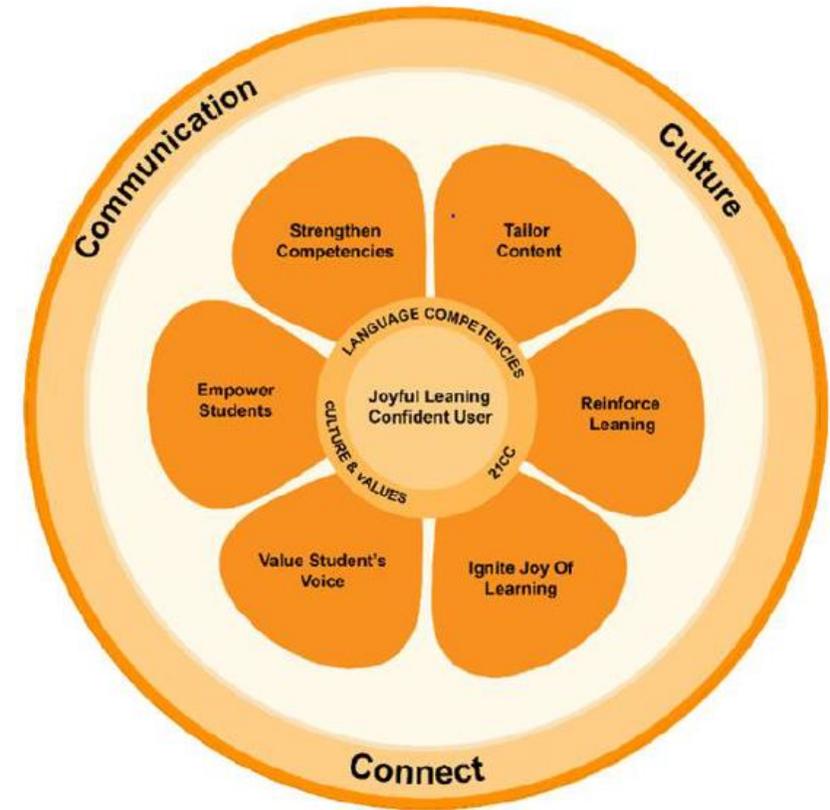
# MTL Curriculum

## MOE's focus

- developing students into proficient users with strong communication, cultural, and connection skills, emphasizing joy, authentic contexts, and 21st-century competencies like critical thinking
- introducing more tech, gamification, and flexibility for Higher MTL (HMTL) from 2026 for high-achieving PSLE students,
- building on core skills (listen, speak, read, write) from primary to secondary levels.

# 2024 Primary MTL Curriculum Framework

1. The 2024 New Primary MTL Curriculum which will be implemented next year starting with Primary 1, will **build on the strengths of the 2015 curriculum.**
2. The new curriculum will place greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.

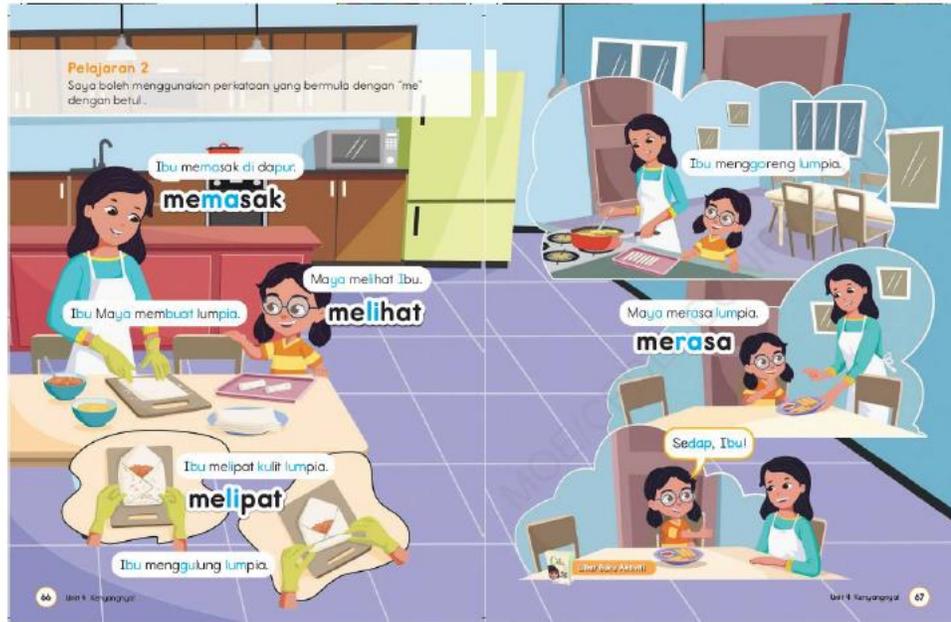


**Joyful Learning, Confident User**

*2024 New Primary MTL Curriculum Framework*

# Key Feature #1

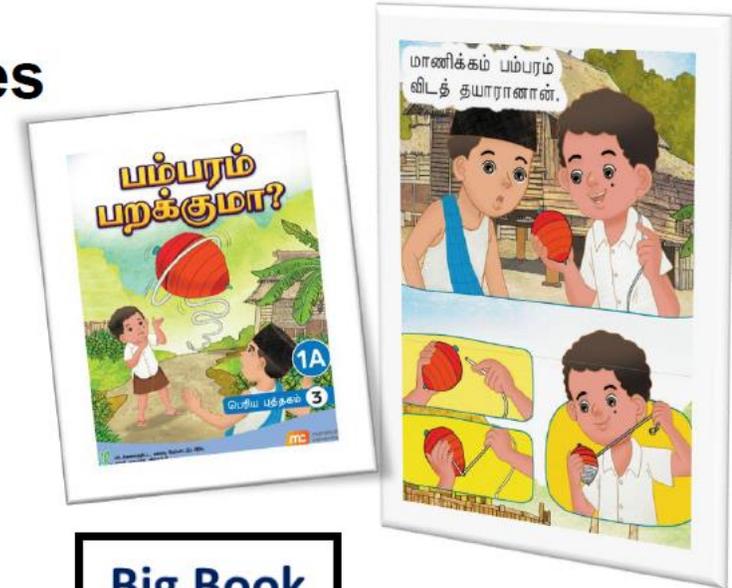
## Greater emphasis on 21st century competencies



**Textbook**

### Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)



**Big Book**

### Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

# Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



读写乐园

日	石	子	字	车
ri	shi	zi	zi	che

我会认

我会写

日	石	子	字	车
ri	shi	zi	zi	che

四	十	巴士	一只	一把尺
si	shi	ba shi	yi zhi	yi ba chi

我会认

四	十	巴士	一只	一把尺
si	shi	ba shi	yi zhi	yi ba chi

我会写

四	十	巴士	一只	一把尺
si	shi	ba shi	yi zhi	yi ba chi

## TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



## Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

# Key Feature #3

## Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook



- Students to describe and share their daily routines and good habits with their friends.

- Students to learn about canteen food and vocabulary they can use in conversations.

# Key Feature #4

## Use of technology to sustain interest and encourage self-directed learning



CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience

ML Digital Resource:  
Bridging Videos



# MTL Curriculum

## Key Feature #5

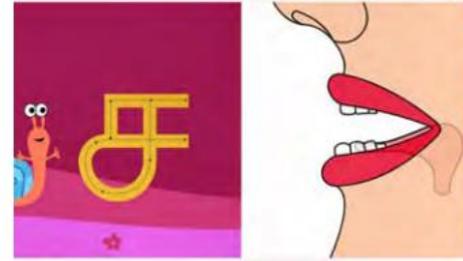
Use of technology to sustain interest and encourage self-directed learning



CL Digital Resource: Hanyu Pinyin Animation



SINGAPORE  
Student Learning Space



TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience

ML Digital Resource: Bridging Videos



# Primary 3 Curriculum

Higher Mother Tongue  
Languages

Standard Mother Tongue  
Languages

Mother Tongue Support  
Programme

- All P3 students will sit for the same Weighted Assessment and End-of-Year examination.
- HMTL students will have extended curriculum time (Tuesdays, 2:15-3:15pm)

# Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:

Sustain students' interest and deepen their knowledge in their MTL

Enhance Reading and Writing skills

Expose students to age-appropriate literary texts

**Literary-based text.** Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

**Exposure to higher-order thinking exercises** e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

**Creative and fun-filled activities and games to teach language and cultural knowledge.** To sustain interest and extend knowledge.



# Key features of MTSP

## **Smaller class size**

- The recommended class size for MTSP is either up to 12 students or 9% of the cohort per MTL, whichever is fewer.

## **Targeted approach in teaching oracy and literacy skills**

- Explicit and skills-focused
- Systematic and progressive (simple to complex)

## **Use of customised learning materials**

- Multi-sensory
- Fun and engaging

**Immersive language environment to enable students to learn MTL with confidence and joy**

**Taught by trained MTSP teachers**

# Our Aim

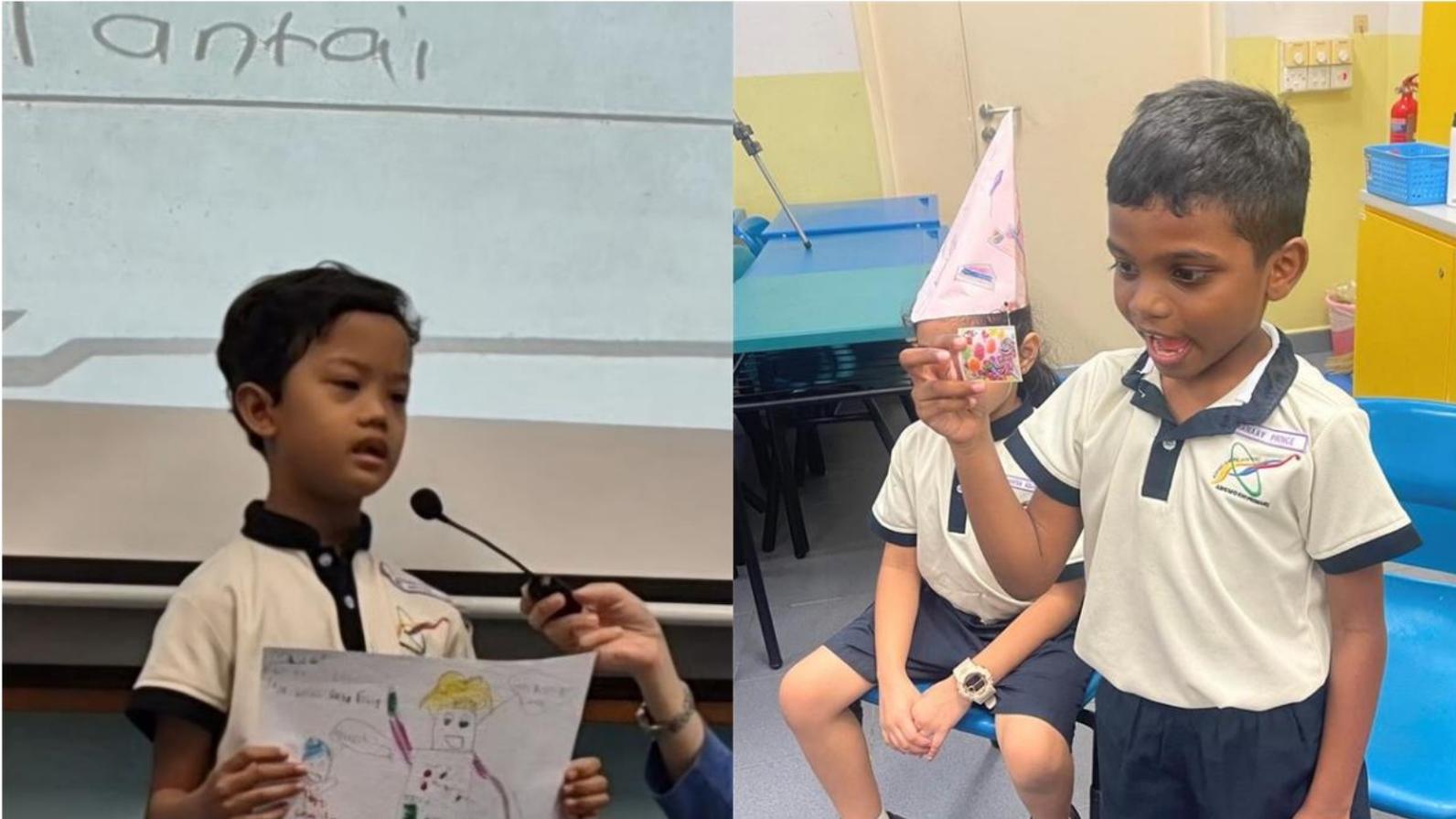
Nurturing joyful learners, confident users of the Mother Tongue Language and cultural inheritors who appreciate their unique identity and culture.

# Our Approach



Making the learning of MTL enjoyable through role-play, collaborative tasks, interactive games and the use of Edtech tools.

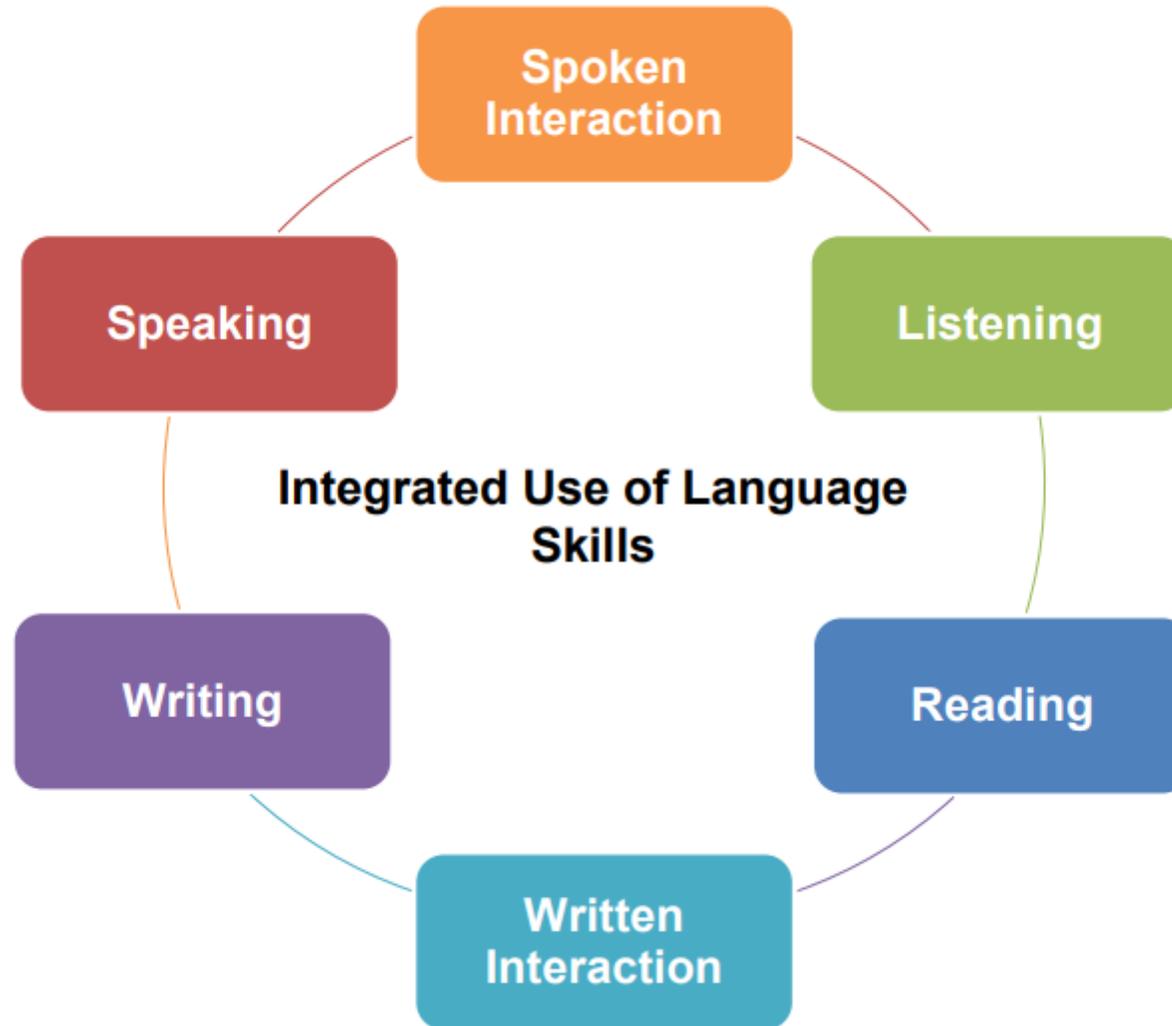
# Our Approach



Building students' confidence in using their MTL using differentiated teaching approaches.

Creating opportunities for our students to express themselves in their Mother Tongue Language

# Our Curriculum



# Our Curriculum

## Writing

Write a complete story based on the 4 pictures provided. (60-100 words)



## Reading/Speaking/ Spoken interaction

Read aloud a short passage.

Describe a picture scenario fully.

Hold a conversation with the teacher based on a specific theme.

## Listening

Comprehend short sentences.

Comprehend short stories and answer questions related to them.

## Language Use

Understand and use the words/letters taught in class.

Answer multiple choice and open-ended questions based on a comprehension text.

# Writing Skills (F.A.S.T.)

P3 & P4

- Feelings
- Action
- Speech
- Thoughts



**Annotation:** Students indicate the appropriate places to add in F.A.S.T.

**Writing notes:** Students can refer to their writing notes to learn good F.A.S.T. phrases.

## (四) 动作描写

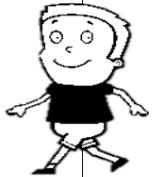
描写人物的动作时，不仅要写出人物“做什么”，还要写出他们“怎么做”。

走

慢吞吞	匆匆忙忙	踏着轻快的脚步
急匆匆	三步并作两步	一个箭步地冲到

例句

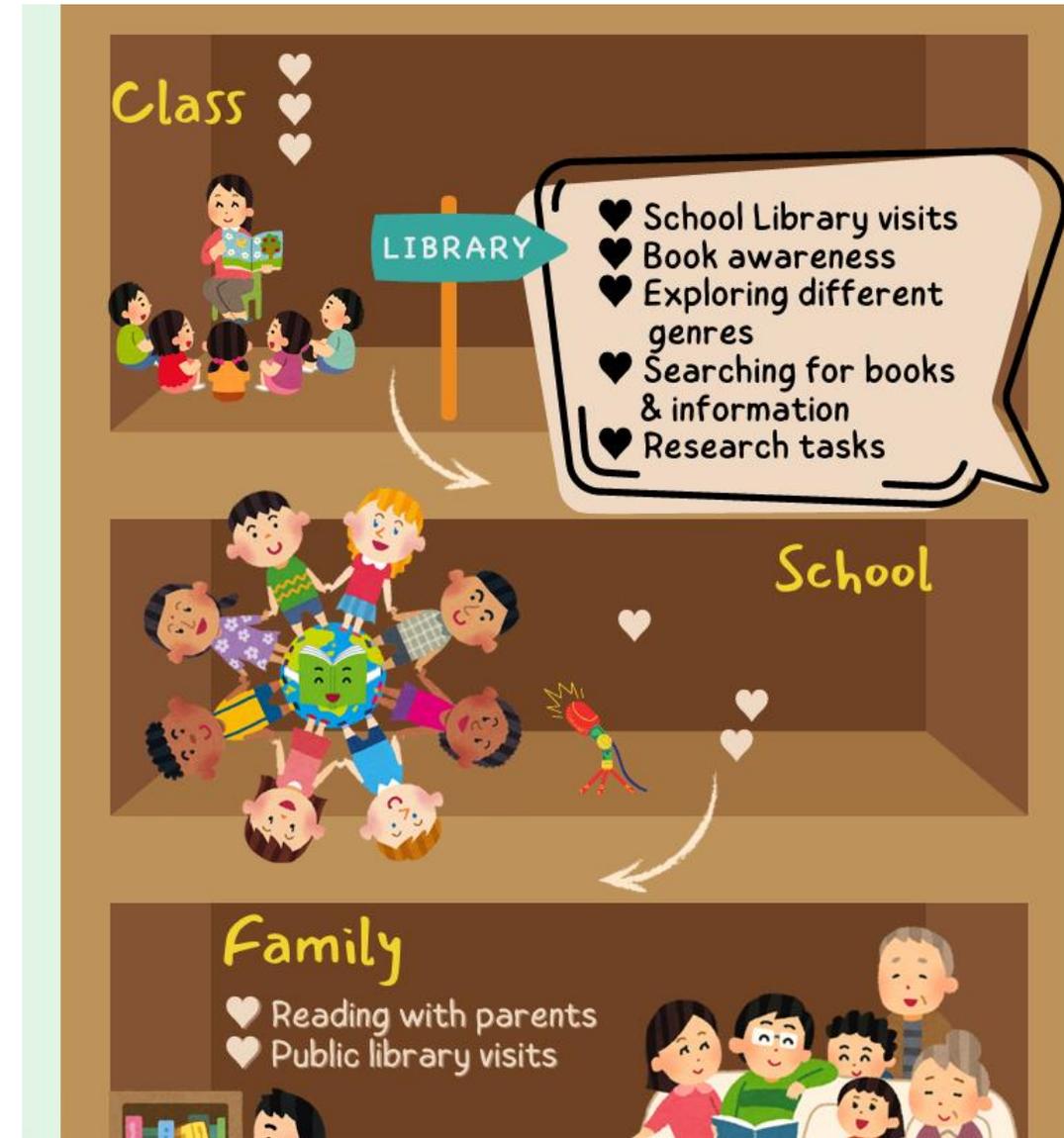
1. 妈妈说完后，便匆匆忙忙地出去了。
2. 年轻人一个箭步地冲到小伟面前，把小狗赶走。



# Key programmes

## Promoting the joy of reading

- Reading corners in classrooms
- Morning Reading  
(Wednesday and Thursday)
- Book reviews and reading portfolios
- MTL SOAR Programme
  - Spark interest,
  - Open minds,
  - Appreciate cultural heritage,
  - Rise as confident readers



# Key programmes

## Mother Tongue Language Fortnight



# Assessment (P3 Mother Tongue)

Components	Total Marks	Weightage
Composition Writing	15 marks	15%
Language Use and Comprehension	45 marks	45%
Listening Comprehension	10 marks	10%
Oral	30 marks	30%
	<b>100 marks</b>	<b>100%</b>

- All P3 students will sit for the same Weighted Assessment and End-of-Year examination.
- There is no separate assessment for HMTL and MTSP students.

# Supporting your child in MTL Learning



**Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books**



**Encourage them to take small steps in learning MTL, e.g. read signs, listen to music**



**Do fun activities in MTL together, e.g. watch a film or performance**

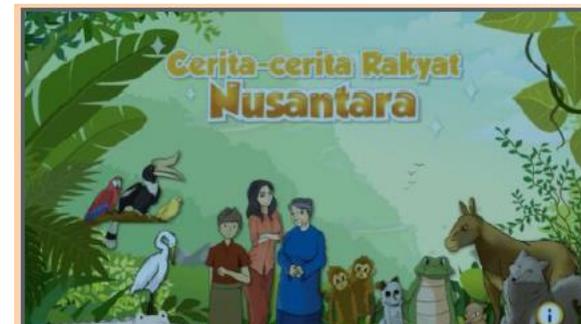


**Provide a conducive environment for learning MTL, e.g. access to MTL music and books**

# Supporting your child in MTL Learning

## MTL online resources

- **Ezhishi learning platform** (<https://www.ezhishi.com>)
- **Promote Mandarin Council**  
(<https://www.languagecouncils.sg/mandarin/en>)
- **Committee to Promote Chinese Language Learning (CPCLL)**  
(<https://www.cpccl.sg/16>)
- **Malay Folklore stories App by MLLPC**
- **Tamil Language learning website** (<http://www.noolagam.com>)



# Partnership with Stakeholders

## Communication with the MTL teachers

- Classdojo
- Parents Gateway
- Email